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THE USE OF COMMUNITY RESOURCES IN THE PREVENTION AND CONTROL OF DELINQUENCY, PROCEEDINGS OF WORKSHOP (DECEMBER 5-6, 1960, LEWISTON, IDAHO, DECEMBER 8-9, 1960, POCA TELLO, IDAHO).

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THIS CONFERENCE REPORT CONTAINS SUMMARIES OF SPEECHES AND DISCUSSIONS AT A WORKSHOP ON DELINQUENCY PREVENTION AND CONTROL. THE 2-DAY CONFERENCE WAS DESIGNED TO ACQUAINT SOCIAL WORKERS, MEDICAL PERSONNEL, JUDGES, GOVERNMENT ADMINISTRATORS, AND UNIVERSITY PERSONNEL WITH THE RESOURCES AVAILABLE FOR THE HANDLING AND CORRECTING OF JUVENILE DELINQUENCY. THERE WERE PRESENTATIONS ON (1) THE ROLE OF THE COURTS, (2) HUMAN BEHAVIOR AS IT RELATES TO JUVENILE DELINQUENCY, (3) THE YOUTH REHABILITATION PROGRAM IN IDAHO, (4) METHODS OF OBTAINING ASSISTANCE FROM COMMUNITY RESOURCES, (5) DEVELOPMENT OF MORE EFFECTIVE PREVENTIVE AND CORRECTIVE PROGRAMS THROUGH COORDINATION OF COMMUNITY RESOURCES, AND (6) TREATMENT OF THE JUVENILE OFFENDER. GROUP DISCUSSIONS FOLLOWED EACH PRESENTATION. (DK)

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Proceedings of Workshop —
**The Use Of Community Resources
In the Prevention and Control
Of Delinquency**

ED016687

December 5-6, 1960
Lewiston, Idaho

December 8-9, 1960
Pocatello, Idaho

Sponsored by

IDAHO DEPARTMENT OF HEALTH
IDAHO PROBATE JUDGES ASSOCIATION
THE NATIONAL INSTITUTE OF MENTAL HEALTH

WORKSHOP

"USE OF COMMUNITY RESOURCES IN PREVENTION and CONTROL OF DELINQUENCY"

Sponsored by:

IDAHO DEPARTMENT OF HEALTH

IDAHO PROBATE JUDGES ASSOCIATION

THE NATIONAL INSTITUTE OF MENTAL HEALTH

December 5 - 9, 1960

PROGRAM

Monday, December 5, 1960

Lewiston, Idaho

Institute Chairman: Ray W. Wootton

8:30 A. M.	Welcome	Honorable Elmer M. Roise
8:35 A.M.	Purpose of the Institute	Dr. Terrell O. Carver
8:40 A. M.	The Scope and Responsibilities of a Juvenile Court	Honorable Allen G. Norris
9:15-10:00 A. M.	Group Discussion	Leaders: Honorable Allen G. Norris Honorable Frances Sleep Honorable Elmer M. Roise
10:15 A. M.	Methods of Obtaining and Using Information Concerning Human Behavior as it Relates to Juvenile Delinquency	Professor John G. Milner
11:00 A. M.	Group Discussion	Leaders: Professor John G. Milner Honorable Allen G. Norris
12:00 Noon	Luncheon Session Chairman The Youth Rehabilitation Program in Idaho	Honorable Elmer M. Roise Dr. Terrell O. Carver
2:00 P. M.	Dynamics of Human Behavior as Related to Juvenile Delinquency	Professor John G. Milner
3:00- 5:00 P. M.	Group Discussion	Leaders: Dr. Myrick W. Pullen, Jr. Honorable Allen G. Norris Carl Boyd Honorable Winston L. Benson

Tuesday, December 6, 1960

Lewiston, Idaho

8:30 A. M.	Session Chairman Methodology of Obtaining Assistance from Community Resources	Ray W. Wootton Professor John G. Milner
9:00-10:00 A. M.	Group Discussion	Leaders: Professor John G. Milner Honorable Elmer M. Roise Carl Boyd
10:15 A. M.	The Development of More Effective Programs for Prevention and Correction of Delinquency Through Utilization and Coordination of Community Resources	Honorable Allen G. Norris
11:00 A. M.	Group Discussion	Leaders: Honorable Allen G. Norris Professor John G. Milner Honorable Frances Sleep Carl Boyd
2:00 P. M.	Treatment of the Juvenile Offender	Dr. Myrick W. Pullen, Jr.
2:45 P. M.	Group Discussion	Leaders: Dr. Myrick W. Pullen, Jr. Honorable Allen G. Norris Honorable Winston L. Benson
4:00- 5:00 P. M.	Summary of Workshops	Professor John G. Milner

Thursday, December 8, 1960**Pocatello, Idaho**

8:30 A. M.	Session Chairman Welcome Purpose of the Institute	Ray W. Wootton Honorable Elmer M. Roise Dr. Terrell O. Carver
8:40 A. M.	Scope and Responsibilities of a Juvenile Court	Honorable Allen G. Norris
9:15-10:00 A. M.	Group Discussion	Leaders: Honorable Allen G. Norris Honorable Frances Sleep Honorable Edward J. Aschenbrener
10:15 A. M.	Methods of Obtaining and Using Information Concerning Human Behavior as it Relates to Juvenile Delinquency	Professor John G. Milner
11:00 A. M.	Group Discussion	Leaders: Professor John G. Milner Honorable Allen G. Norris
12:00 Noon	Luncheon Session Chairman The Youth Rehabilitation Program in Idaho	Honorable Elmer M. Roise Dr. Terrell O. Carver
2:00 P. M.	Dynamics of Human Behavior as Related to Juvenile Delinquency	Dr. S. Wayne Smith
3:00 P. M.	Group Discussion	Leaders: Dr. S. Wayne Smith Professor John G. Milner Honorable Allen G. Norris Honorable Winston L. Benson John Harris

Friday, December 9, 1960**Pocatello, Idaho**

8:30 A. M.	Session Chairman Methodology of Obtaining Assistance From Community Resources	Ray W. Wootton Professor John G. Milner
9:00 A. M.	Group Discussion	Leaders: Honorable Allen G. Norris Honorable Elmer M. Roise John Harris
10:15 A. M.	The Development of More Effective Programs for Prevention and Correction of Delinquency Through Utilization and Coordination of Community Resources	Honorable Allen G. Norris
11:00 A. M.	Group Discussion	Leaders: Honorable Allen G. Norris Professor John G. Milner Honorable Frances Sleep John Harris
2:00 P. M.	Treatment of the Juvenile Offender	Dr. S. Wayne Smith
2:45 P. M.	Group Discussion	Leaders: Dr. S. Wayne Smith Honorable Allen G. Norris Honorable Winston L. Benson
4:00 P. M.	Summary of Workshops	Professor John G. Milner

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COMMENT

Judge Elmer M. Roise

I would like to take this opportunity to welcome you to Lewiston. I have not taken the time to count the number of individuals attending this workshop, but I would guess that there are approximately thirty of us. Many of us will be attending the workshop in Pocatello on Thursday and Friday, and I sincerely hope that the success that we have in this workshop will reflect on the workshop in Pocatello. If there is anything that I can do to make your two days here in Lewiston more pleasant, please let me know. I would now like to turn the time back to Mr. Wootton so that we can continue with the planned program.

PURPOSE OF THE WORKSHOP

Terrell O. Carver, M.D.

I am supposed to make some remarks about the purpose of this workshop. I believe that what remarks I make will be pertinent only as they reflect the viewpoint of the individuals attending the session. I can, however, outline what I think are some of the purposes of this meeting.

Six years ago the State of Idaho gave birth to the Youth Rehabilitation Act, and the legislature turned over the responsibility of carrying out the purposes of the act to three old maid aunts — the Probate Judges, the State Health Department, and the Industrial Training School. During the interim of the past six years, I believe that there has been some disagreement as to how we were to raise this child that was left on our doorstep. There have been suggestions that the Industrial Training School and the Health Department should marry or that responsibility for carrying out the Act should be taken away from the three old maid aunts and given to a new parent. Fortunately, one suggestion not made was to destroy the infant, which in all probability will never be done.

As we review the past six years, we can say that our child, as expected, has been an untidy one. However, in my opinion, and speaking for the Department of Health, I believe that it is possible to raise this child to maturity. You will notice that I put this in the future tense, since I do not believe that the Youth Rehabilitation Act has yet reached maturity. I would like to add that as far as I am concerned, the child is much more important than the three old maid aunts. As a result of this thinking we are meeting here today as a group of individuals representative of the Department of Health, the Probate Judges Association, and the staff of the Industrial Training School, who believe that there is merit in the Youth Rehabilitation Act. Our responsibility, as given to us by the state legislature, is still our responsibility, and we must work together if we are to carry out the responsibilities the 1955 Legislature gave us.

I feel that there are three essential purposes to this meeting. First, to provide a specific and concrete opportunity for us to get better acquainted. It is only through knowing each other and respecting each other's abilities that we can carry out our separate responsibilities. Secondly, that all of us would obtain some new knowledge and new ideas about the general field of juvenile delinquency, what it is and what we might do about it together. Thirdly, that we may learn about new approaches to the problem of juvenile delinquency and better understand how to cope with it in our own areas.

I sincerely hope that your discussions will include the use and development of community resources. We can all agree that the legislature has designated responsibility to three "aunts" but that this by no means excludes all individuals or organizations from having an interest in this matter. The development and use of community resources, therefore, is extremely important. Individuals, the families, the community organizations already in existence or which might be created and developed who have an interest in the child who has committed a delinquent act or who we feel is about to commit a delinquent act should be integrated in the program.

I have tried to give you in short form my own personal philosophy as to the purposes of this meeting. I hope that it is enjoyable and educational for everyone. Thank you.

THE SCOPE AND RESPONSIBILITIES OF A JUVENILE COURT

Honorable Allen G. Norris

It is very pleasing to have the chance to be here and work with you people. I am looking forward to the two days of discussion — both the formal part as well as the informal part. I am also looking forward to the group discussions with the people who by their very presence are obviously interested in working in the field of juvenile behavior problems. I do not claim to know all of the answers about juvenile delinquency, nor am I sure that the methods I use and have in mind in dealing with the juvenile offender are the right ones. I can say, however, that I am deeply interested in this field and have devoted the past five years of my life to this work.

By way of background, we handle in my court approximately 5,000 children a year. I am the full-time judge and I have another judge who works with me part-time. Even though we handle this large number of children, I have a great deal of hesitancy about coming into your area and trying to tell you how to run your business. I certainly do not want to do this, and I hope that in my discussion and in the informal sessions that follow we can be of mutual assistance to each other.

As far as the Juvenile Court is concerned, we are all aware that jurisdiction is generally divided between what we call neglect cases — where there is no parent or guardian taking care of the child — and the so-called behavior cases — the cases involving misconduct of the youngster. I do not know how interested you are in the neglect cases, but for your information I have framed my presentation mainly on the basis of the behavior cases and will discuss primarily that part of the problem. No doubt we all understand that both problems are interwoven and that many of the factors and situations in a so-called inadequate home arise and can be attributed as causes of misbehavior cases. The children from inadequate homes are more apt to get into conflict with the law than the others, so we should recognize that as a general rule the causative factors are interwoven.

The basic concept behind what we call juvenile court laws, regardless of the state, are all based on the same idea. It is generally felt that because of their immaturity, youths cannot be judged by the same standards as adults, and, therefore, cannot be held to the same degree of responsibility as adults. For this reason we have separate courts and separate rules for handling children and adults. Youth is in a stage of development and our purpose is to try to correct any wrongful tendencies that are evidenced in that process.

It has been said that in declaring children to be wards of the court, that the guardianship of the state is substituted for the guardianship of the natural parent. In reality, this is quite limited in application for if it is a guardianship of the state, it applies only to the extent necessary to carry out the purposes of the wardship. The proper purposes of the wardship should, of course, fall to the natural parent and I feel it is best that, if possible, the parent should retain general control of the youngster.

As far as the responsibilities and purposes of the Juvenile Courts are concerned, they can be classified into two categories. In the first place, a desire and necessity to protect the community and the individual members of the community against damage or injury from the misconduct of juveniles. This, I believe, should be the first consideration of the Juvenile Court. Second, and subject to that, the aim to correct the youngster and to correct the tendencies toward violation of the rules of society. In other words, to get the youngster back on the track.

In processing cases and individuals through the court, we are often confronted with a conflict of rights and interests. There are two of these conflicts of which I am very conscious and will mention briefly. First, there is very often a conflict between the welfare and best interest of the youngster on the one hand as compared to the welfare of the community on the other hand. We must consider the safety of the community. The safety of the innocent and other people in the community should be our first consideration. In many cases the youngsters could better be handled and corrected right in the atmosphere of their own home under supervision of one of your Youth Rehabilitation Counselors or local probation officers giving assistance to the parents and guidance to the youngster. On the other hand, if there is the danger of repetition of the misconduct by the youngster so that other innocent persons are involved or injured, then we have to

consider the welfare and safety of the community in general, and because of that factor remove the youngster from the home in one way or another. An example of this type of case is the instance of sexual misconduct on the part of some young boys. If it is the abnormal or compulsive variety and not incidental experimentation, often the youngsters involved can be taken care of adequately in their own home if the parents are made aware of the problem. These are the kinds of cases that often gender furore in the community. On occasion, outside help can be given the parents so that they can deal more realistically with the problem in the home environment. However, because of the attitude of the community, and the possibility of a reoccurrence of the same type of action, which might be detrimental and injurious to other youngsters in the area, it is occasionally necessary to take the child away from his home. You have here the conflict of the youngster on the one hand and the interest of society on the other.

Another conflict is between the welfare and best interest of the child and the interest and rights of the parents. We are all aware of the old tradition of the sanctity of the home, of the family as a basic unit of national life and society and of the normal ordinary rights of parents to raise and train their own children. This is a very deep-seated principle in American life. Opposed to this concept, we have cases in which the home, although not too bad, is not entirely adequate. The parents are not fully capable of raising or training their own children, and the youngster could be provided for and trained better in some other environment. In these situations, we must check carefully the balance of the scales. We are not justified in removing a child from his own home just because a slight weight is on that side of the scales. If, on the other hand, a very serious incident occurs, the taking of a child away from his own home many times is justified. I realize that this is a rather indefinite statement, but is as definitely put as I feel it can be framed. It is a matter of weighing the factors in each particular situation.

The second main purpose of juvenile court laws and juvenile court processes is the rehabilitation of the youth and the remedying of his difficulties. This should be the focal point of the process and should be based on a program of the treatment of the youngsters to bring about the correction of the difficulty rather than punishment of the child as a criminal offender. Punishment for its own sake is not a proper part of the process; however, it may be proper as an incident or a process in the treatment of the youngster. We have many cases, varying in degree of circumstances, in which some measure of punishment is a proper and beneficial element in the treatment process. When a person has arrived at the age of reason, and that it when they know right from wrong and their understanding of social relationships increases, they must learn to accept responsibility for their acts. The child must learn the need to conform to accepted standards of behavior.

The idea of punishment for their failures may impress the need for conformance more forcefully than other measures and certainly could be used successfully in conjunction with other methods. An example is extreme violence without provocation in gang action against innocent people. I do not know how much of that you have in this area, but we have quite a bit of it in the metropolitan bay area and around San Francisco. It seems to me in these cases that strong punishment measures are justified. With many of these youngsters, it is the only type of attitude they understand. On the other hand, an instance of a relatively immature emotionally disturbed boy committing a series of thefts or burglaries with no particular cause except his unstable mind, we have a different situation and it merits different treatment; perhaps a lesser degree of punishment and a greater degree of other forms of treatment should be used. Treatment and punishment should be varied according to the attitude and personality of the youngster involved in relation to the offense he has committed against society. These are general considerations and explain the procedures of the juvenile court.

I am not fully acquainted with the details of the procedural methods in Idaho. I have gone over the Youth Rehabilitation Act and in general it conforms with my own ideas. We are not strictly a court of law although we do apply the law as written. We are more a court of social relations. The processes of the juvenile court are not criminal processes, though a violation of the criminal law may be alleged and charged. The proceedings are informal and are held in private, with no juries and no bail. Attorneys are entitled to be in court and we have no question about an attorney being present. I think it is desirable for attorneys to know the case and discuss it with the youngster and his parents informally before the court hearing. The discussion should not be as to the details of the facts alleged, but the details of the factors of adjustment and qualities or lack of qualities of the youngster. These are the social aspects of the case.

It is quite beneficial to have attorneys appear in court because they are inclined to understand the situation and can be relatively objective about the cases. They are not as emotion-

ally involved as the parents and quite often can interpret the court's attitude to the parents in a friendly and acceptable way and in so doing can smooth the way for the court's ideas of proper processing and treatment of the youngster.

As far as rules of evidence are concerned, we are comparatively lax in their application. We generally admit hearsay evidence for some purposes, and are not required to make findings beyond reasonable doubt. Ordinarily, there is no admonition against the right of self-incrimination, but I do not think that if youngsters refuse to testify, they should be required to testify because, in a sense, it is self-incrimination. However, I cannot remember any case where a youngster refused to testify.

I do think we should be careful and realistic about the idea of findings in the juvenile court not being a conviction and the youngster not being found guilty of a crime. Although technically findings may not be a conviction it is a realistic matter and we must realize that very serious consequences can result. The deprivation of liberty, of being removed from the home and of being put away in an institutional setting all point up the seriousness of the process. Precautions are necessary to insure that the factual findings are sustained and that we arrive at the actual truth of the matter in question. The informal summary nature of the proceedings should not jeopardize the basic personal rights of the individual youngster. We must be careful that we do not evolve into a Kangaroo Court. If the guilt is admitted, we do not have much of a problem. If there is a denial, then we should be careful in the procedure of the testimony and should apply normal rules of testimony in criminal evidence to test the truth of the evidence. I realize our own rule in California does not sustain my particular position since we do not require findings beyond reasonable doubt. My personal feeling is that if it is a matter of considerable seriousness and the youngster is denying the allegations, as a matter of safety, I like to be able to find guilt beyond reasonable doubt rather than a preponderance of evidence. Sometimes in serious cases, I have enforced that phase of the rule. After we have made findings of fact concerning the allegations of the charge, the matter of the disposition of the case involves a consideration of many factors about which I do not think we have to be so technical.

There are many factors which we should take into consideration in making disposition of a particular youngster's case. In the first place, we should have a probation officer or Youth Rehabilitation Counselor's report. I am not too concerned with the form in which it is presented, but I will say it should be full and relatively concise so we can get to the meat of the subject. The seriousness of the offenses committed by the youngster must be considered. We have to consider the prior record of the youngster involved. This will indicate not only what he has actually done, but also give considerable insight into what the trend is, what the degree of confirmed misbehavior pattern may be and what the prospects in the future may be in light of his past record. We should consider very fully the report of the child's school adjustment. The youngster's record in school, when we have a picture of his behavior under controlled circumstances, can give us a lot of information as to just what kind of a kid he is in determining what should be done about him in connection with the particular situation. If he has been held in detention, where you may have personnel who are trained and capable of evaluating the report from the detention facilities, the child's attitude toward manners, conduct, and the behavior in relation to the other youngsters in detention is sometimes very enlightening as to the kind of a youngster you are dealing with.

At this point I would like to mention briefly the use of detention facilities and the fact that we very often run into the question as to how justified we are in holding a youngster in detention prior to the time of his hearing. In my own area we have been accused of over doing this a bit. We have an average of approximately 300 youngsters in detention most of the time on one basis or another. My own personal view is that a juvenile should not be detained unless there is some good reason or something to be accomplished from it aside from merely giving the field agent or youth probation officer easier facilities in which to evaluate and investigate the youngster. If detention is viewed as a matter of personal safety for the child or of others in his immediate environment or if he is a run-away problem and not likely to be present when you want him, then detention might be warranted. If, however, it is a problem of minimum maladjustment to his home and a social relationship problem with his parents, then it might be best to leave the child in his own home under supervision until such time as the hearing is scheduled. When the offense of the child is particularly serious, then we would certainly want to hold him in detention until proper disposition is made.

With many youngsters there is a great deal of confusion regarding what his general attitude and personality is like. If this cannot be evaluated by leaving him in his home environment, it might be best to detain this youngster in detention facilities so that your available resources

can have him close at hand. Quite often, if we are able to hold these youngsters in Juvenile Hall for a period of several days or even up to a few weeks, their attitude changes and some of their problems are virtually eliminated by the time of the hearing. I realize that this may not be quite the proper theoretical attitude, but I want to point this out in order to let you see that judges do have various reasons for using detention facilities.

In using detention facilities we must take into account family relations and what the separation of the child from the home will mean not only to the youngster but also to the family. We must take into account the possibility that the youngster on probation may repeat his misconduct and even prior to his scheduled court hearing face the possibility that he may get into further conflict.

Detention with the idea of obtaining psychological, psychiatric and social work reports is probably valid. The findings of these specialists can be very helpful to the judge. With this information at his fingertips the judge will have a better knowledge of emotional stability and maturity of the child. I do not think that psychologists, psychiatrists and social workers should control the court in making their recommendations. Their findings should be used by the judge as additional information available to him so that he, in turn, can make better disposition of the cases.

Let me discuss briefly the so-called neglect cases. In these situations the inadequacy of the home or failure of the youngster in the home is the primary problem. We must realize that we have parents who are completely inadequate and who in turn create a home environment that is completely inadequate. It seems to me that in these situations our guiding principle should be the matter of balancing the scales. In judging the home situation we should determine the necessity or advisability of removing any child from this home. Prior to removing any child from his own environment, we must have a facility in which to place him. The facility may be in his own community or in a home with relatives. Community resources such as social agency, family service bureau and family counseling agencies can be called upon to assist in finding an adequate home for the child. At the same time some of these agencies may be able to offer these so-called inadequate parents counselling and guidance which in some instances might be successful and lead to the child's return to his natural parents.

In many of the cases children must be removed from their homes because of its inadequacy. Very often years pass before a child can be returned to his natural home. Even though a home is considered to be totally inadequate, our primary long-range goal should be to place the youngster back in his home as soon as possible.

In closing, might I say that I am in complete sympathy with the probate judges here in the room when they say that they find their work not only tremendously trying, but also extremely challenging. In many instances it is extremely frustrating, as you well know, but at the same time it is sufficiently interesting that I would rather be doing juvenile work than anything else I know. It has been nice talking to you.

GROUP DISCUSSION — Lewiston

Leaders: Judge Allen G. Norris, Judge Frances Sleep, Judge Elmer M. Roise

JUDGE SLEEP: I would like to take a moment to go back to the point that Judge Norris brought out about the child's background and how this relates to discipline. We find that the child will react one way to discipline in the home, another way in the school, and still another way to discipline placed upon him by the court. If his reaction at home is such that it does not appear to be conducive to his rehabilitation, should we look for a placement for him elsewhere?

JUDGE NORRIS: In my own experience, if you find a youngster who is well behaved in school, but who exhibits extremely poor behavior at home, the trouble then is usually centered in the home. As a general rule, however, you tend to find a running away from one to the other. What I mean by this is that you will find a child reacting the same in most situations. There could, of course, be differences. I do not necessarily feel that because of a child's inability to adjust at home this would of necessity mean that he should have a placement elsewhere.

JUDGE SLEEP: You also mention neglect cases and the fact that some homes are inadequate as far as the physical aspects are concerned. In a situation where you would find a physically inadequate home but where the relationship between the children and parents is good, do you feel that it would be better to leave the children in the home or place them in an institution?

JUDGE NORRIS: I would not be concerned about the physical aspects of the home unless they are extremely bad. Too often we tend to judge people in accordance with the total environment and by our own standards. In judging an inadequate home we need to look at the standards of the neighborhood in which the home is situated and if we find that the other factors in the situation are satisfactory — such as general care — then this could in all likelihood be tabbed as an adequate home.

DOCTOR CARVER: Would you mind telling us how foster home placement is arranged in your area?

JUDGE NORRIS: Foster home placement is extremely valuable and helpful to us especially in those cases of neglect. If you do not have a foster home, you would have to put them in an institution. Foster parents are chosen because of their desire to become foster parents and are evaluated according to their physical characteristics, physical location, religious groups, etc. The probation officer who makes the placement attempts to classify the foster homes according to the groups into which the child fits best. I would estimate that approximately 10% of our cases are in foster home placements.

DOCTOR CARVER: How is the home selected? Who approves it and who pays the bill?

JUDGE NORRIS: The Welfare Department has a list of foster homes. Our Probation Department works with the Welfare Department since they too have a list of homes. There is a separate placement service that operates the foster home program. They investigate prospective homes, classify them and also approve them. The taxpayer pays the bill for the care of a child in a foster home. Our standard payment is \$70.00 per month which does not include clothing. A clothing order can be made if the parents are unable to provide clothes. Medical care is separate and is also paid for by the county. The natural parents are called upon to reimburse the county to the best of their ability but as a general rule the amount that we are able to collect is very small.

DOCTOR CARVER: Do you have enough foster homes in your area to take care of all the children in need of such placement?

JUDGE NORRIS: No. We could use more of them. As far as our local situation is concerned, I feel that we have a very adequate placement department and it is part of the probation unit. However, many of the youngsters are placed by the Welfare Department. We do not confine our foster home finding to our immediate area, and some instances our foster homes are located over 100 miles away.

JUDGE WOODWARD: Can a foster home reject the child that is placed there?

JUDGE NORRIS: Yes. Sometimes a child is placed for a trial period only, and if the placement does not work out, then a more suitable home is found for him.

JUDGE BENSON: Do you ever place more than one child in a home?

JUDGE NORRIS: Yes. On some occasions as many as three or four children are placed in one foster home.

JUDGE CROWLEY: Do you require a child to give testimony against himself?

JUDGE NORRIS: We do not require a child to give testimony. He cannot be forced to testify and in all instances we advise the child of his rights of not having to testify against himself. We also make a point of advising the family that they can employ professional counsel if they so desire.

JERRY LA CELLE: When a child is removed from the home, is there any planning for his eventual return to his natural home?

JUDGE NORRIS: In practice we find that the probation officer does not, as a general rule, have time to go back and work with the parents from whom the child was taken. They do, however, supervise the child in his foster home. If the natural parents ask for the child to be returned to them, the probation officer will return and check the home and give their request immediate attention. I must admit that very little work is done in the area of working with natural parents once their child is put in a foster home placement.

SAM DAY: As far as financial support is concerned, the Idaho Department of Public Assistance does not support children outside of their own home. Can you contrast this with California?

JUDGE NORRIS: Both agencies undoubtedly have their responsibilities in handling dependent and neglected cases. However, whether or not they make funds available depends to a great extent upon whether they have funds allocated for this purpose.

JACK STENECK: When you refer cases to the California Department of Public Assistance, does the department automatically accept your request or can they turn you down?

JUDGE NORRIS: They can turn us down. I must add that I do not know of any situation in which they have refused to give us service. If they were to reject a referral we could then place the child in an institution. We do not commit the children directly to the department but request the Department of Public Assistance to aid us in foster home placement. Our two departments work very closely.

PROFESSOR MILNER: Each community has a licensing bureau which is responsible for locating acceptable homes. They locate prospective foster homes, evaluate them, and if they find them acceptable, license them.

JUDGE NORRIS: We cannot place a child in an unlicensed home.

GROUP DISCUSSION - Pocatello

Leaders: Judge Allen G. Norris, Judge Frances Sleep, Mr. Edward J. Aschenbrener

It was reported by the group that in many areas of the United States, especially in rural areas, that several counties had been successful in joining together in the construction and operation of detention quarters to serve as regional detention. In some states the lack of adequate detention is being solved by the building of regional detention quarters that were financed and operated by the state. This type of arrangement is rapidly being developed more because it does offer a much more effective and less costly per capita method of providing adequate detention facilities.

The group discussion brought out the importance of a good evaluation and screening of prospective foster homes, and the matching of the child and the home before a placement is made. The necessity of foster homes in the treatment of delinquency was pointed out with a note of caution that this type of service should not be used as a cure-all for all types of delinquency, but that it was just one very important resource in the area of working with the delinquency problems. It was pointed out by the group that the lack of a centralized foster home program in Idaho was a big gap in the program of rehabilitating children, and was no doubt responsible for a great many children being institutionalized when such was not necessary. It was also stressed that the lack of an organized program for foster placement was responsible for a great many "makeshift" placements being made that were no doubt more damaging to the child than an institutional placement.

It was brought out by the group that a good foster home program would and should eliminate the use of "orphanages" for the care of the dependent and neglected child. Emphasis was placed on the fact that an active foster home program was one that provided good supervision and case work services to both the child, the foster parents, and the natural parents with the idea that the child should be returned as soon as possible.

It was noted in the discussion that placement of children in homes for adoption was contrary to the whole concept of foster care in that foster care should be done in connection with a concentrated effort to rehabilitate the natural home. Adoption should be considered as a permanent program and should only be used when there is no parent, or when it has been decided beyond a reasonable doubt that the natural parents are incapable of ever accepting the responsibility of the child. The arrangement with foster parents should be on the basis that they not indulge in the ideas of adoption of the child. The adoptive idea usually creates more problems that hinder the rehabilitation of the child and the natural home. This type of an arrangement was usually made for the benefit of the foster home more than the child.

The group discussed the importance of maintaining family ties in relationship to placement of children, especially older children. This included the advisability of the placement of children with relatives when possible rather than with strangers.

During the discussion, one of the factors that was upmost in the discussion was that each child that was in trouble, either because of delinquency or dependency and neglect, needed to be treated as an individual and that no pat answer or solution could be introduced to fit all circumstances. It was agreed that the removal of a child from the custody of the natural parents was a very serious matter and that consideration of the results needed careful consideration. It was brought out that the general lack of resources for the evaluation of cases, such as professionally trained clinical personnel, Youth Rehabilitation Counselors and local probation officers, was placing the courts in a position of just trying to keep the "flood gates" closed with material that was not effective in stemming the tide.

METHODS OF OBTAINING AND USE OF INFORMATION CONCERNING HUMAN BEHAVIOR AS IT RELATES TO JUVENILE DELINQUENCY

Professor John G. Milner

I am very pleased to have this opportunity to come back to my home state. You will probably think Judge Norris and I were in conference before our arrival because most of our ideas are very similar, but we have not really exchanged ideas or talked much about what we are going to do ahead of time. If there is similarity in content, you will know it is the general basic belief that is coming about in the field of delinquency and corrections.

It has been only in recent years that the scientific search light has been pointed on human behavior to the degree that it is now, and particularly being pointed at social misbehavior, so that each year we gain a great deal more understanding of the causes for people becoming delinquent or criminal. We are learning more about what we can do to remedy these causes to prevent someone from developing this kind of deviation in human behavior. It is so very important that we continue to seek knowledge about behavior and to use better judgment as to what to do to remedy situations.

The methods that have been used in our country to correct deviate behavior have shifted from year to year. Initially, the handling of delinquents was almost entirely in the area of punishing and that a person offended against society to retaliate from being himself offended by society, so that we were playing in a vicious cycle and only contributing to the misbehavior of people. The cycle gradually is being broken. We are now at a point of developing programs where we are half-way between the humane type of treatment and the punishment of the delinquent. This is changing little by little and as a result of our scientific interest in the field, a great many theories about delinquency causation and the resolution of the problem have been expounded. Some of these are based on very sound research and some on just personal and emotional judgment.

If there were a single statement that would sum up what is presently a sound theory of juvenile delinquency, it would be stated in just a couple of words — "multiple causation." We know that a delinquency problem in any individual child is not caused by a single factor, but by many things that play in the lives of a person. These factors coming together create a complex

situation for an individual and cause him to act out against society. In order to be helpful to this individual we must learn as much as possible about all the forces that act upon this person and cause him or her to behave in a particular way. This is by no means a simple task. It is a highly complex matter that requires the understanding of human behavior. Knowing this, many disciplines are developing interests and are learning more about human behavior and also are contributing to the present knowledge of the behavioral science.

We know that a person who steals may steal for various reasons. We also know that individuals who steal do it for their own personal reasons and that these are not the same for any particular individual. The symptoms may be the same for many but the causations are varied and individualized. This makes us question the practice that was followed years ago of fitting the punishment to the crime. This is the reason we have the juvenile court act that changes the procedures from those followed in relation to the adult offenders. The idea that the punishment fits the crime as far as juveniles are concerned at the present time belongs with the Mikado. We have moved away from such procedures as far as treatment of the juvenile offender is concerned.

Various fields that are interested in delinquency are cultural anthropology, sociology, social work, psychiatry and medicine. If these disciplines can cooperate and eventually coordinate the knowledge they have, their solutions may become meaningful and useful. Because of these interests and the theories that are being developed, the judge is in a position now where he serves as a clinical director, for we are now considering delinquency in much the same way as medicine, etc. — that is that physical illness or physical injury is, in a sense, a delinquency itself. It is a form of malbehavior or misbehavior of the human body. Social misbehavior is much the same thing and just as in the old practice of medicine where the doctor actually decided the cause and effect himself, most medicine today is being practiced clinically. The doctor seeks the special knowledge that others have about the illness and seeks the causes before the treatment is completed. He works to resolve the cause rather than treat the symptom as such. This is what is happening in many courts today and the judge relies heavily on outside resources to inform him in order that he may make

a wise decision about the life of a child. There is no decision more important than the one the judge makes. No surgeon who makes a decision about an operation or a general practitioner who makes a decision about some remedy is more important than a decision made in court about a child's life. When you affect the way in which a child lives or does not live with his family or when you affect the changes that you do in a child's life, you are doing essentially a major operation on him. Judges want to have assistance from the outside and want to work cooperatively with people who are specialists to provide them with information that will help them make wise decisions. In order to do this, knowledge needs to be fed to the court so that the judge will know how to determine the most effective disposition of the case.

I have been asked to talk about getting this knowledge to the judge and the way of using this knowledge for individual cases. One area is the need for knowledge about the individual child. For a long time, in the early 20's and 30's the interest in investigating causation in delinquency was largely environmental. That is, what the community was doing to affect misbehavior. Many delinquency programs were designed around remedying of community problems and the results were partially favorable. Then, it seems, we lost interest in the community as such and started focusing more on the family situation. The trend, particularly now is to go back to looking at the community as well as the family. Sociological theories now are being reconsidered in relation to what we know about the dynamics of human behavior and the individual in relationship to his family. The early theories, and some new ones, on the effect of the town, the state and the neighborhood on delinquency are now being re-evaluated and thought about. They have been neglected for some time.

One of the earlier theories that is still acceptable is one that is called "social disorganization". It had been learned that delinquency was rampant in certain neighborhoods or in whole towns where there was a disorganization of the people. This is where the people do not join together in establishing certain standards or moral values that are consistent and in which there is an "I don't care" attitude with each going along in his own way. This is due largely to the lack of leadership to coordinate the community.

About twenty-five years ago the first information recorded about social disorganization occurred. In Chicago some of the early sociologists learned that in certain neighborhoods the delinquency rate was high over a period of about 25 to 30 years regardless of who lived in the areas. At one period they were all Irish, the next period they were largely Italian and the next, largely Negro. Regardless of what race or religious group lived in this neighborhood the incidence of delinquency remained almost constant. The fact was that at no time was there any consistency in the pattern of living in the particular neighborhood and as a result there was nothing in the pattern of life to guide a child so that each individual had to find his own way. This situation can be just as true in Idaho towns as in Chicago. I have worked in communities here in Idaho where I knew the neighborhoods were like the ones described. These communities have been given little help in drawing families together, to establish support and to engender social values that are so important in a healthy social organization.

A more recent theory, as far as environment is concerned, is one called "Anomie," which is a French word meaning "nothingness." This is a more recent phenomenon that is due to the large shift in population in our country in which a great many so-called strangers come to a new community and live, or where there are shifts within communities in the various neighborhoods and the new members fail to be included or to meet the standards of the already existing neighborhoods.

It has been found that if you integrate the Negro child into a so-called white school or if you put a small percentage of Negroes in a white school, there is no shift in the rate of delinquency in the school because the Negro moves into an established way of life with the set of values that belongs there and he adapts and adjusts himself to them. He finds something to take hold of and makes them his own. The same is true if some white children are integrated into a Negro school. There the incidence changes very little. But when you put them together 50-50, then you have a tremendous increase in the incidence of delinquency because here you get a "nothingness" of values. You find that each group comes with their way of life so when they come together the way the whites have been raised does not help them get along with the Negroes, and the way the Negroes have been raised does not help them get along with the whites. They both tend to forsake the standards that their families have given them and to create their own set of social values out of protection for themselves and in order to be secure with themselves and each other. They live by these new values and develop a society of their own which is usually a delinquent society. This accounts partially for the high incidence of the gang activity in certain cities because they do have their own code of values. A delinquent who belongs to a group belongs to a group with stricter codes than most of us have in our ways of life. Their code is in opposition to what other

people live by but the gang members live by it with a loyalty that is difficult to realize. They are bound by it and as a result they become what is known as a delinquent social group.

You do not have the major gang problems in Idaho that we find in other places, but in your small towns you are developing some. The small groups are now becoming large groups. This week I have tried to find what I could about the towns in Idaho and did find that there are organizations within your state that need to be watched and given help. There needs to be some unification in the community in order to develop standards that are acceptable. These are not the standards of just one group but an arrangement of standards from both if you are to come together with a tolerable way of life for the people that need to live together. I mention this because there is a need for knowledge about communities to be fed to the judge who makes the decisions. In a small community we can feel that we know this community because we know the people in it and we know it well, but we have learned by studies that often the person who lives in a place is blind to the actual situation of the town in which he lives. You see it from your own vantage point rather than seeing it objectively. Many judgments that are made about people you know are subjective because you feel so sure in your knowledge.

It is very important that communities of all sizes have studies made that could help them get an objective evaluation of them. There are resources in every state that can help you make these studies. You have your universities and you have your own local people who would be interested in such projects. You start knowing about delinquents when you know where they live — like the neighborhoods and the towns. You could contribute a great deal if you would do some research in the Idaho communities because here you have a special kind of community. Most of the studies have been made in large cities and your problems are different. This is the reason Judge Norris and I are hesitant in making practical recommendations because of the differences. You can learn a lot about your neighborhoods and a lot about your communities if you will do this in the state over a long-time period. A lot of this can be done through volunteer work.

The second environmental area the judge needs to know about is the home itself. We need to have people who know how to study a home situation and bring accurate objective information about the family into the court. The profession of social work particularly emphasizes training in evaluating the home situation. In learning about the family as a group, we know that the center of emotional health or ill health, of good social behavior or bad, rests in the family because the family is a part of the community. If we can have some understanding of the personalities within a family, we can gain a great deal of information that can help us make decisions about what to do with a child. We need to evaluate this family from the standpoint of its strength as well as its weaknesses. There has been a tendency in the correctional field to go in and see the problems and to ignore the strength. Yes, if we are interested in rehabilitation we try to determine what this family can offer, with outside support, what will strengthen and help the youngster. These studies of the family need to be made by individuals who will go into the home and see the total family in operation.

In the past few years there has been a lot of emphasis on family centered casework in which the case worker goes into the home and interviews the family as a group. Not just the father or mother, but all together, which often includes the delinquency youngster. He talks with them about their problems because delinquency is essentially a family problem in which they have a responsibility to help to resolve. Out of this there can be an assessment of the capacity of the family along with their willingness to help resolve the problems. This information needs to be objectively presented to the court in a way that can be understood. The family center interviewing takes skill, talent and is a special way of working with human beings.

I expect to see a great increase in the use of the family center method of treating delinquent problems as well as problems of mental illness. These two fields are very closely correlated. There is a belief that certain types of delinquency are in essence a defense against illness and that rather than act-out on yourself you act-out on society. It is a choice of being sick or being bad, so the knowledge we gain about mental health is very closely related to the knowledge we have about delinquency.

There is a need to gain knowledge about the delinquent himself, and we need people in the field who know how to interview an individual and to see him in various situations. He should be interviewed in his own home if possible. If he is a delinquent who needs to be confined outside his home, the interviews can be so arranged. It is important to learn about delinquents outside of

what is presented in the court room so that we know how he behaves, feels and thinks and to hear his side of the story other than in a court hearing itself.

There are studies being made in Los Angeles at the present time about a child's conception of his court experience. They include what his feelings are about being in court, what he remembers about the judge, and what he remembers about what happens to him in the court experience. We know for most youngsters that the first time they are in court that this experience to them, as well as family, is a very strange and peculiar one. They find themselves in a situation that creates considerable anxiety in which they cannot react with normal response. They have to defend their personalities in a way that sometimes gives a distorted picture. If we can have time to see them outside, we can bring more objective, accurate information about the youngster into the court experience. This information needs to be seen in relation to what happens in the court too, in relation to how he reacts there.

When individuals become defensive when threatened as a person, they react in various ways. You will find some who withdraw and do not participate in the court proceedings. Those who will not testify themselves, the delinquents, do not do this because they do not want to give testimony, but as an immediate protection for themselves. Others may become hostile in their defense and strike out in the court and their misbehavior in the hearing may not be an indication of their misbehaving in other settings.

Courts increasingly have tended to stress informality in the hearings for children. One day we will have this for adults too, because what I am saying for children is some day coming for adults, but we first start with kids. The informality in court, where you meet people at a human level, has been adopted from the English system which was based on a society where law and order was superior, in which the King sat on the throne, and it has been carried into our courts today. The judge has been put on a throne but if we are going to deal with human beings on a treatment level, we must get around a conference table in which there is equality in the discussion of a mutual problem to the child, his family and his community. There are a judge and his helpers sitting together in a clinical kind of way; you see this shift occurring in many places, yet in some places this has not occurred. There are many differences in the way this is practiced.

We were visiting the juvenile court in Hawaii two or three years ago, and Judge Corbet, a particularly good juvenile judge who has broken down the formalities of his court, showed me where the hearings were held. He has moved into quite an informal situation, but he still had his bench on a platform. He mentioned that next time he would have his bench on the floor. When you are working together to resolve a problem, you create not only a physical atmosphere of acceptance but you also do this in the manner in which you work. This kind of human approach needs to be done outside the court as well as in the court room itself. You will find a lot of different things about a human being if you are able to hear what they have to say. A child must essentially tell you what is wrong with him.

You cannot determine what causes a problem except from the person who has the problem, and children, by right of their age, have problems of communicating. Because they do not have the facilities of language at their command, they do not have the conceptional ideas of communicating themselves in the same way as an adult. Some children cannot communicate because they are mentally limited. They tell you they have a problem essentially by the delinquent act they commit. You can learn a lot about the problem by knowing what it is they are doing that is bad. A dramatic and obvious example of this is a case one of the deputy sheriffs in Los Angeles County told me about and wanted to discuss. It was about a little boy, eight years old, who had committed seven burglaries. He had broken into several hardware and variety stores and always had stolen either knives or scissors. He would take them out and bury them and never go back to dig them up. I read the case history that was brought before the court by the probation officer and found that this boy had suffered from infantile paralysis. This had resulted in a crippling condition in one of his legs. He had been getting surgical help at the hospital and for a period of more than nine months had been in a cast. He had been an ideal patient and had no behavior problem other than these burglaries. Here we have a boy who goes out and steals the thing that injures him, such as the knife that performed the surgery and the scissors that cut off his cast. He handles the situation by destroying these symbols by burying them. He does not know consciously why he does this, but he tells you that this is something that is threatening "me as a person and I have to get rid of the threat in order to live comfortably." He tells you by the act he commits, just as every delinquent does, and we need people who can understand these symptoms and these misbehaviors. We do not as yet know enough about this behavior to completely interpret it, but we can learn a lot by study-

ing individual kinds of cases. We do know that the delinquents act out essentially to handle threats to themselves personally. They handle their anxieties by acting out against others. In order to help them, we need to learn what these anxieties are and to communicate these to the judge to see if we can relieve the things that are frightening and threatening to the child.

We thought for a long time that there were certain classifications of delinquents that were not anxious. We talked about the so-called psychopath as not an anxious person, but we found even those have deep anxieties. This kind of information about cases needs to be communicated to the court in order that wise decisions can be made. As we tend to do more about the individual cases, we will learn more about human behavior and can be more accurate in the overall plans. This does not mean that the practical plan is going to be different from what it is now, but we will be able to better individualize the cases. As a result, we will not tend to lump delinquents together as having a common problem with a common answer. Each program which serves a delinquent needs to be individualized greatly to meet the needs of that particular delinquent.

An institution that is run in a routine way and that treats each child almost the same is useless. We need to break down institutional care and to weigh the individual's needs. This costs money and takes a skilled staff. One day we will arrive at the effectiveness of this and will feel it is just as important as medical care, which is something we can look forward to for the future.

Judge Norris has already commented on the knowledge about the psychological factors. We need people who can evaluate the intelligence of individuals, and in most communities you have such resources. There are a great many people trained in psychology today who do not practice. They get married and live in your towns and could be brought out on a contract basis to do some of these studies. One important thing is that the judge ask that this report be a practical one, not a theoretical one, and that he get a statement that says precisely what seems wise to recommend for this case so that he can consider the recommendations. These reports can be very helpful in determining how much intellectual capacity a youngster has and how much emotional security he has to function with in different kinds of situations.

The physical examination is often neglected in cases of delinquency and yet it is so important that the youngster have a thorough physical. We know that approximately 1% of all delinquency cases are brain-damaged children and that these children usually do not respond to the usual methods of working with problem children. We know that they need individual, long-time educational training, that they do not learn by experience and that they repeat the same thing over and over because their brain does not serve them in a way that lets them gain by experience. The brain damage in itself does not cause the delinquency, but the pressure that comes to them from the environment in which they live causes them to act out. The brain damage can be picked up in medical examinations and we can see some of the symptoms in observing youngsters that indicate that they may have brain damage. When we learn about the pattern of behavior of the youngster, we pick up whether or not he has learned by experience, if he is a constant repeater, and/or what is causing him to be delinquent.

Other kinds of physical problems play into delinquency. Crippling conditions and sometimes ill health all can be factors and this is one other aspect in which the judge needs to have some knowledge. There are certainly resources for this kind of examination in any community today, and you will find you can interest doctors in doing more about these examinations.

The medical profession is becoming more interested in social behavior because we know today that all these forces interact. We know that there is an open system between the way a person feels emotionally and the way he feels physically. This also affects the way he feels socially. One always affects the other and this is the theory that makes for multiple causation. As we learn these various things about a child and bring this knowledge together in a unified presentation to a judge, he can think wisely about what to do with a given child.

GROUP DISCUSSION — Lewiston

Leaders: Professor John G. Milner and Judge Allen G. Norris

JUDGE BENSON: In the case of petty theft, when the situation is not important enough to bring before the juvenile court judge, what in your opinion is the best provision for screening this situation?

JUDGE NORRIS: As a practical thing, the police screen them and in many instances they exercise a type of informal supervision. There is actually nothing formal or definite about the help offered a youngster, but even the most informal of supervision can sometimes help a potentially delinquent child. In my own court, approximately 65% to 70% of the cases investigated by the probation officers are never presented in court. In situations like this, one of two things is generally done. The probation officer conducts an investigation, and, if he finds that there is no sound basis for conflict, he may offer the child what we term "informal supervision." This is generally set up on a six month basis, during which time the probation officer also routinely visits the parents. If the investigation proves that the offense is more serious, and that the youngster has progressed to the point where he cannot be helped on an informal basis, then the case is filed for a court hearing.

JUDGE DUFRESNE: We have heard many comments on the need for community leadership and action and as a general rule I feel that there is little being done by any of us in this area. Who should be responsible for this type of activity?

PROFESSOR MILNER: I feel that judges, whether they be probate judges like yourself, or juvenile court judges like Judge Norris, are in a position of real community leadership. This is particularly so in small communities. In large communities you also find that judges are extremely active in community affairs. People respect a judge and look to him for guidance. In each state we find a difference in leadership and it varies a great deal. Here in Idaho, for instance, the Department of Health, especially the Division of Mental Health Youth Rehabilitation Section is relatively new but extremely vital, and I tend to view this department as the great white hope for children in this state, and if you believe as I do, then you should back the development of the services offered by the Department of Health.

DAVIS McBRIDE: Where would you start here in Idaho in setting up a community project? Would this be a responsibility of the Department of Health? Have you personally had any experience in developing this type of a project?

PROFESSOR MILNER: Any department or individual program can conduct community projects. All departments and programs, however, should cooperate with other agencies when a community project is undertaken. I have participated in some and from experience can say that some communities have had private sources that conduct programs for them. However, I am of the opinion that no community survey should be done unless a community is able to make active use of the knowledge gained. A study in itself amounts to nothing; it is what you make of it that counts and how you are able to test its practicability. Many communities spend considerable money to conduct a survey and then file the findings away in a drawer where nobody will find them. Essentially, what I am saying is that it is the community's ability to translate the findings into action which counts.

JERRY LA CELLE: Professor Milner, in your opinion should the probate courts have probation officers and in situations where there are no probation officers, should there be someone else in the community who could be called upon to assist the courts?

PROFESSOR MILNER: I feel that where feasible all probate courts and certainly juvenile courts should have probation officers. In some instances they may not have the title Probation Officer. In some states, for instance, the child welfare worker works directly with the court, and you see a cooperative system working between the courts and the local departments of public assistance. These are the type of services that are needed. They are not obtained overnight, but they are certainly something worth working for to obtain. Some of the state programs, instead of developing in the past 20 years, have deteriorated, and it is your responsibility to try to find out why. At one time you here in Idaho had one of the best Child Welfare Programs in the nation. Unfortunately this has disappeared.

JUDGE BEAR: Children need an adequate outlet for their emotions. I try to find suitable outlets for the children in my county. How do you do this?

PROFESSOR MILNER: It has been my observation with children that they need an outlet for their emotions. They need direction from a responsible person who can help them work off these emotions in an acceptable and pleasurable way. A community can be too over-controlling, and you, as responsible individuals, need to know what the reaction of your community is to situations like we have discussed. I would like to give you the following example: If you have a stream of water coming down a hill, when it comes to the bottom and if it has no suitable outlet, it becomes a dismal swamp. This is the same, I think, about children. They have to have an outlet some place for their emotions or they just become the swamp.

JUDGE DUFRESNE: A probate judge has so many duties to carry out he often does not have time to follow up and do the many things that he sees should be done. How would you handle situations of this type.

PROFESSOR MILNER: You should certainly not be expected to do all of this community organization yourself. Give your support to worthwhile projects but find interested people to help you carry them out. In many instances just by showing interest and by your position of leadership you can do a great deal.

JUDGE BENSON: I have found that when a child comes to court, he feels as though he is sitting on a hot seat. One of the first questions I ask is "Do you have a temper?" I feel that a question of this type helps get us on level ground. I had a case last week in which a young girl was brought before me for incorrigibility. She was a 15 year old girl and her father had slapped her very hard on the side of the face in an attempt to control this incorrigibility. When I asked her if she had a temper, she flashed back and said "Yes." I said "Fine" and then asked "Does your father have a temper?" She replied "Yes." In a very few minutes I felt that I had this girl back on level ground and we were talking about her problem. At first I am sure that she felt that she was being chastised for having a temper.

PROFESSOR MILNER: The experience that you have just recited in reality sets the stage for the rehabilitation program. We should never underestimate an individual's ability to evaluate the experience which he undergoes. We need to recognize the importance to the person of his court experience. Children have very vivid memories of court experiences and they evaluate them. They will tell their friends about the judge that really did not see them as a person. They might say "I saw him sitting up there and he looked down at me and he thought I was like everyone else that came into his court." I have watched our court programs on TV and needless to say those judges do not see people as individuals. Children will tell you this. They are very astute about the adult's attitude towards them and be careful because you cannot hide your true feelings. The role of the judge is the role of official authority and there is a great deal of study being made now about the effect of authority on personality. Children have not had the kind of living experience that makes them have much respect for constituted authority. The authority that is effective to children is essentially the authority you have by right of your knowledge and humanness, and they have to choose you to be their authority since they will not respond to someone who has just been merely delegated this.

JUDGE NORRIS: I think it is desirable if we carry out a general degree of informality in the court room as well as in the formal presentation of handling the individual before the court. For instance, if you are not up on a bench but on the floor seated at a desk with a table for a clerk here and the probation officer there, you can have an informal arrangement in which the youngster can come in and sit down right in front of you just across an ordinary desk. The more informal a hearing can be, the more successful it can be. If a judge is to establish a relationship with the youngster, certainly it is desirable for him to approach the youngster in a friendly manner to try to make him feel at ease and to let him speak when he has something to say.

JUDGE ROISE: Most judges that handle juvenile cases feel that they are about three years too late. Some police officers who handle children's cases want to be known as "good guys" and in some instances are very hesitant about referring their cases to probation officers or to the juvenile court. I think that in many situations the police officer can do a great deal of harm to the child and his family by not referring the case to a probation officer.

JUDGE NORRIS: In some cases we do have police departments that will not refer a case to the juvenile court until the child is so far gone that we cannot help him at all. They have a practice

of not referring any youngster to juvenile court or a probation officer until they have reached the so-called last straw. They have the feeling that they can handle the whole situation and in reality have a complete system of local informal probation in their own department. As a consequence, by the time we get them on formal probation or for formal court action, they are so far along in their delinquency pattern that we can do very little for them. This, of course, is the extreme of the picture. However, in many ways I feel that we can all agree that they do an excellent job.

JUDGE BEAR: Can you tell by a child's actions what has caused him to do what he has done?

JUDGE NORRIS: It is undoubtedly not that easy, but in many instances by studying cases you can find out what is wrong. On the other hand, some children are able to discuss their problem and in that way can let you know what is wrong. However, that is a general topic which I would rather discuss tomorrow.

GROUP DISCUSSION - Pocatello

Leaders: Professor John G. Milner, Judge Allen G. Norris

The importance of the experience a child has with the court was emphasized by Professor Milner. It was reported that there had been some studies made concerning children's impressions of their court appearances with some fascinating results. An example of one of the juveniles interviewed was presented as follows: A sixteen year old girl was arrested for burglary and was later brought into court after she had attempted suicide. This was a pattern of a child who acted out against society, then when the consequences were too great for this she then started to act out against herself. She stated about her court experience, "When I went to court I hurt up one side and down the other. I don't think I ever hurt so much. I looked at the judge and thought to myself that here is someone to fight, he doesn't want to help me. I knew this because he was dressed in a robe sitting up there looking down at me. I did not forget the remark he made when he said, 'I don't know why any girl would act as you do.' That was a give-away that he didn't understand much about people. I don't know either why I did those things. Isn't that why we have adults to help us find out? I know the juvenile court is supposed to help rehabilitate criminal kinds, but I don't see how it can the way it runs." When asked what she thought the court could have done differently, the girl stated, "The judge could listen better to what I could have told him if he wanted to understand. He interrupted me every time I tried to explain. I still can't explain things the way adults can. I just felt he was wanting to lecture me and he did. I think the whole thing was cut and dried before I ever came into the room. When the judge started to pronounce my sentence, I interrupted and told him what it would be. It made him mad because I was right. I already knew the judge runs kids through like sausage grinders."

The fact was emphasized that when the judges do recognize many of the problems related to a child reacting against society, they lack the resources with which to do something about it. It was felt by the group that the lack of resources in the state was not because Idaho was too poor to pay for them, but because of a lack of public understanding of the problem.

It was pointed out by the group that small communities as well as large ones are rich in dormant resources that could be brought to light if an effort was made to look for them and put them to work. It was noted that in most communities there are women that are well educated in the fields of psychology, social work, education, sociology, etc., that have married and could be persuaded to help with community programs merely for the asking.

It was noted that the judges in many cases may not have the time to develop community programs of their own, but because of their role as leaders in the community could serve as a catalytic agent to start with to create interest and lend support to community social action projects. It was also noted by the judges present that their political status and two year term of office sometimes prevented them from being active in community action groups because of partisan pressure. This included the use the opposition party may use of an honest effort to get some social action started in the community regardless of the value of the project.

The importance of the judge taking an active role in the development of resources for the prevention of delinquency was stressed. The project at Provo, Utah, under the direction of the Delinquency Control Department at Brigham Young University was mentioned as an example of a project that was started with the cooperation of the court and community. The project is designed to permit the judge to commit juveniles to the training project where they receive educational, vocational and group and individual therapy. The project is financed by private funds received from outside sources by Brigham Young University to carry on the project and to evaluate and study the effectiveness of such a program.

The subject of juvenile codes of behavior was discussed. It was pointed out that one distinction between the delinquent and the non-delinquent code was that the delinquent code is much more realistic than the non-delinquent. There is very little idealism in the delinquent code. The delinquent learns to live for today and is usually not too concerned with the future, and as a result the code is realistic, strict and rigid. As long as children are in the process of developing a conscience that will serve them to live in the world, they look for outside support. The children that are about ten or eleven years of age look for a written code from adults such as would be found

in the Boy Scouts, etc. The child needs an outside conscience to serve him, and if he finds this hard to do he will accept other codes that may not be as constructive for living by society's rules.

It was stated that the immature people are the ones that force society to make laws and that they are the ones that usually need the controls erected by the law. It was noted that the idea of running people's lives by force has been tried time after time without success. Any change has to be because the individual, either child or adult, wants to change. If they want to misbehave, they will regardless of what force is applied by society. Most people are good because they want to be good and not because of some social force such as jail and other forms of punishment. To be effective social forces must be accompanied by a motivation of the offender to change. The potential good behavior of a person can be destroyed if you are too insistent with your demands for conformance.

THE YOUTH REHABILITATION PROGRAM IN IDAHO

Terrell O. Carver, M.D.

I think all of us are aware of the fact that the broad policy outlined in the Youth Rehabilitation Act in Idaho is not subject to the whims of the Idaho Department of Health, the Industrial Training School or the Probate Judges of the State.

This policy, which all of us must follow, is clearly outlined in the Idaho Code, Chapter 18, Section 16-1801. Let me refresh your memory by reading this portion of the law which expresses the will of the State Legislature:

"The policy of this State is to establish a legal framework conducive to constructive judicial processing of children's cases, provide professional assistance to courts handling children's cases in every county of the state; consolidate correctional treatment of children in a single state agency and charge it with necessary responsibility not now placed on anyone, thus avoiding duplication and insuring integrated treatment; and to assist communities in their programs to prevent child behavior in conflict with law."

If we study this passage, I think we soon realize that the intent of the Legislature in enacting the Youth Rehabilitation Act was to provide for more uniform handling of juvenile cases throughout the state, to provide a service to the probate courts or other courts handling juvenile cases, to avoid duplication of certain services in an effort to get more for our tax dollars, and, most importantly, to help make productive and law-abiding citizens out of "juvenile delinquents."

The Youth Rehabilitation Act provides the courts with several courses of action to correct delinquency. Judges can do nothing, they can be really "tough," or they can take any degree of action between these two extremes, and do it all within the legal framework of this law.

What will make this law (or any law) work, is the people who work with it, administer it and abide with it in their daily lives. In the case of the Youth Rehabilitation Act, these people are the Judges, the officials of the Industrial Training School, the personnel of the Idaho Department of Health, and the children and families of children who come in conflict with the laws of this State.

If we might consider first that part of the Youth Rehabilitation Act which is covered so briefly by the words: ". . . provide professional assistance to courts handling children's cases in every county of the state." Let me say that to us this means more than just having a person available to the courts to serve simply as a probation officer when such a person cannot be provided on a local level because of financial or other reasons. Regardless of whether such officers are paid by the county or by the state, we believe they must have certain training and tools if they are to be effective. The problem then is not so much the source of funds, but rather the availability of resources and people capable of using those resources in the best interests of the child in trouble, the judge hearing the case and society as a whole.

I think it would be as difficult for a judge to make a competent and judicious disposal of a juvenile case without enough pertinent information to enable him to understand the whole problem of the youth, as it would be for a physician to diagnose and treat an illness without checking for the signs and symptoms of the ailment. No doctor can tell what to do for a patient merely by taking a fast look at him, and I doubt if any of you judges would dispose of a juvenile case by deciding on a course of action after having the youngster in question merely parade in front of the bench. Regardless of the type of case, it seems essential that the judges have enough facts at hand to know what kind of "medication" to prescribe.

Adequate probation and parole services depend, to a large extent, on the resources available to provide certain services and to the parole or probation officer's ability to use them effectively.

We hear a lot about such things as social casework, psychiatric and psychological services, but perhaps we often tend to underestimate their value to the courts. These services are part of the resources we have been talking about; they provide the means for an adequate evaluation of a

child's problem by a study of his behavior, his environment and his physical and mental condition. As a result of what is determined by these services, methods of correcting the situation may be designed and carried out.

Practitioners of the behavioral sciences have demonstrated that programs based on the knowledge they have and can learn in evaluating cases of the type we are concerned with will return a great many more juvenile and adult offenders to society as useful citizens than is presently being done. They cannot be 100% accurate in every case, of course, but they have shown that when adequate diagnostic and treatment facilities are provided and used, society benefits.

Idaho is a rural state. We have only six areas that could even be considered as nearing a classification of "urban." But no one is more aware than you people here that juvenile delinquency is not exclusively the property of cities with large populations. Perhaps we do not have the problems that exist in the "juvenile gangs" as the large cities have, but there still is an increase of delinquent activities among the youths in our rural state. We certainly cannot ignore this existence, and I am sure none of us want to.

My main purpose today is not to deliver a sermon on juvenile delinquency, but rather to point out what the Idaho Department of Health is doing in its program of carrying out the mandate of the Legislature in the control and prevention of delinquency. First of all, we have a few trained staff members employed and assigned to work with the problem. At the present time we have four Youth Rehabilitation Counselors and a Chief of the Section in our Youth Rehabilitation program. These Counselors provide parole services, which include evaluations prior to release of a child from an institution, as well as follow-up care after the release. We realize that this limited staff cannot provide the close follow-up care that we feel is necessary. Each of the Counselors has an average caseload of 177 cases. Certainly such a caseload means that supervision and casework are not going to be as "intensive" as they should be to get the best results. In addition, these Counselors provide consultative and probation services to many of the local courts. Over 1,100 cases received some type of services through the Youth Rehabilitation Section during the past year. This included activities connected with various other agencies working with children. Cooperation with out-of-state agencies for both incoming and outgoing placements has helped reduce the practice of pushing juveniles out of or into the state just to get rid of a problem.

Psychiatric services have been made available for students at the Industrial Training School. A psychiatrist from State Hospital South is now at the School two days a month. This is an extension of the services of the Department of Health, and not the creation of something new. It is a result of cooperative effort through the Youth Rehabilitation program. The experience to date indicates that psychiatric service at the Industrial Training School could be increased four-fold and there still would be clients needing this service. Some of you may feel that such services are not necessary or have no value in the correction of delinquency except in really severe cases. However, several serious, potential hazards to the safety of society have been averted as a result of the diagnosis and treatment provided by this program. There are only a few spectacular cases, but a great many others have been directed into treatment programs that provide more promise than was previously in store for them. This does not mean that every delinquent child needs intensive psychiatric care. Psychiatrists, psychologists and social workers have more to offer than just providing intensive psychiatric care. Their skills in helping to correct the need for intensive care is also very effective.

Some of you may have had the feeling that the use of psychiatric and medical facilities of the Department of Health agencies is coddling or pampering the delinquent. The experiences of the staff at the Industrial Training School since the addition of the psychiatric services has been just the opposite.

To assist in providing the necessary tools for the prevention and correction of delinquency as well as other emotional disorders, two mental health centers are now in operation in the State of Idaho, with the possibilities of others in the not-too-distant future. The personnel of both centers are available to the courts and to the Youth Rehabilitation Section. Special arrangements have been made for both out-patient and institutional care of juveniles at State Hospital North and at State Hospital South. To eliminate the inconsistent use of both of these facilities, arrangements for such care are made by the Youth Rehabilitation Section through the Superintendent of the particular hospital. This procedure was instigated to keep from using the State Hospitals as a dumping grounds for juveniles with very little evaluation being made regarding the advisability of the placement. A more orderly and effective program has resulted, and this has certainly helped expand the program in the right direction. This may have irritated some people because it eliminated a way of getting

someone out of the community. It has provided an orderly method of sorting these unwanted individuals and exerting efforts for their rehabilitation.

The essence of the program of the Department of Health is to provide services which might help in the control and prevention of delinquency as well as other emotional complications involving children of this state. These services are tools to help you in carrying out the functions of your job. If you fail to use them consistently, then they are of little value.

One thing that we are quite sure of is that the public is going to continue to demand better services for the disturbed child. You judges, because of your legal responsibilities in the development of delinquency control and prevention programs, are as much involved in this situation as the Department of Health. It is the aim of the Department of Health to develop additional resources through existing facilities to give you more adequate tools with which to work. We most certainly do not want to assume your responsibility. The development of separate services for juveniles would be costly and would hamper the progress of the total program. The development of the program by expanding existing facilities is by far the most economical and practical means of doing the job. One thing I would like to assure you is that you do not have to be fearful of using the resources of the Department of Health as long as you do so consistently with their function and the ability to provide the services.

One of the contentions against the Youth Rehabilitation Section being under the administrative direction of the Board of Health has been founded on the belief that an administrative board is taking over the function of a court. Let me remind you, most every state in the nation has recognized the need for a central state agency to assist in providing services for the control and prevention of delinquency. Some of the larger states have the separate youth authorities. Some of the smaller states that have attempted to launch an entirely separate program have had the sad experience of creating facilities that were too costly for just one type of service. Regardless of the type of youth authority, the fear of change will exist. None of the central programs created in the United States so far have been designed to be courts nor have they taken over the functions of the court. They are set up to be resources for the court as an extension of the court program and not an additional judicial body.

We in the Idaho Department of Health believe that in the operation of a delinquency control and prevention program, as well as any other program for the special child, it is essential to have well trained professional personnel to do the job. It is not our intention to force our thinking on the personnel of the local courts. The philosophy that both educational qualifications and experiences are essential in the development of good correctional workers is not only advocated by the Department of Health, but by the National Council on Crime and Delinquency and the National Juvenile Judges Association. Neither do we advocate a general removal of individuals who are operating successfully in the field simply because of lack of educational standards. Good people are too hard to come by for such an unrealistic practice. In our opinion, however, it is important to encourage the setting up of personnel standards that will draw professionally trained people into this field.

In the next few years we are hoping to add more personnel to the Youth Rehabilitation Section in an effort to give better service to the whole state. We expect that increased services of psychiatrists, psychologists, social workers and others in related fields will be made available. We hope that the program of prevention on the local level can be expanded, and we are willing to do our part. The expansion of a program for the mentally retarded is under way. We are looking forward to the time when, by combining our efforts with the courts, we may learn more about juvenile delinquency and are able to help develop additional ways to handle the problem. You judges with your intimate knowledge of the communities you serve and the cases you see, are in a position to make an immeasurable contribution to the development of programs for the rehabilitation of delinquents. This cannot be accomplished by you alone or by the Department of Health. Working together with a common purpose is the method that will pay off in the end. This workshop is an effort in that direction.

We all have an obligation to the people of the State of Idaho to provide the most feasible program for the prevention and control of delinquency. This is going to cost money, but by working together and by using the resources we now have to their fullest potentials, and creating new ones on a cooperative basis when needed, the cost need not be excessive. The important point to consider is getting the job done and by all of us working together this task can be accomplished.

DYNAMICS OF HUMAN BEHAVIOR AS RELATED TO JUVENILE DELINQUENCY

Myrick W. Pullen, M.D.

I am going to try to be informal and I hope no one objects. Psychiatrists have peculiar things that are said about them, many of which are contradictory. One of the stories I have always liked about psychiatrists was the psychiatrist who had a fellow come in to see him. The psychiatrist drew circles on a paper and asked the patient what it reminded him of. He said, "Two people making love." The psychiatrist then drew three circles on the piece of paper and asked him what that reminded him of. He said, "Three people making love." The psychiatrist thought that was strange, so he drew the fourth circle and asked the patient what that reminded him of. He said, "Four people making love." The psychiatrist said, "Son aren't you a little preoccupied with sex?" The patient replied, "What are you talking about? You're the one drawing all those dirty pictures!"

I do not quite know by what stretch of the imagination I have any competency or ability in the field of juvenile delinquency. My experience in this field is exceedingly limited and therefore I am not here posing as an authority on juvenile delinquency because I am thoroughly convinced that I am not. Most of my experience with this field has been with patients who have been referred to the State Hospital by various probate courts and who have had problems. We have struggled to try to produce some type of comprehensive report for the benefit of those who are sending them in, so that my experience is quite limited. Therefore, I will talk on not a vast experience but a limited one and it will also be my policy to lean rather heavily on human dynamics rather than on the specific dynamics of delinquency.

I believe there is not a tremendous difference in the sense that the human being under stress is likely to go into delinquent or criminal activity or some sort of mental disorder. One of the things we need to know and recognize is that economic and social status is not a protector against juvenile delinquency and that this can happen in any type of family. That it does not happen as often in the economically more privileged classes has a lot to do with the fact that some of the social standards are quite different in the lower classes and as a result what is acceptable behavior to them is not acceptable to the rest. For this reason we must recognize that there must be times when a child referred to juvenile authorities exhibits behavior not unusual for the social class from which he comes, but as far as the rest are concerned, this is not acceptable and hence we have difficulty.

I think I would like to lay some groundwork before I get started on this overall topic in terms of specifics of where things go wrong. I would like to re-emphasize the point to the effect that there are organic problems which are in essence a law unto themselves to some degree, and that many of the organic problems that are seen are likely to be missed. I would further like to point out to you, as probate judges, that this is one very good reason to see to it that the individual in question has a physical evaluation to find out if there are physical reasons such as brain damage of a sort.

Not to frighten you as to how many things can go wrong, but rather to review the situation, I would like to point out that brain damage can occur in many ways. In the first place, an individual may have the wrong parents, in that there can be incompatibilities within the reproductive system itself which results in improper formation of that individual's brain. For this reason we have individuals who, on a hereditary basis, are not properly equipped with the right brain substance. Secondly, at the time that a woman is carrying a child she may suffer some disease, such as German Measles, which can very seriously affect the brain of that child. In addition there are the things that can happen at birth in that a child in the birth process can suffer brain damage, sometimes by application of forceps, sometimes by other processes. It is not infrequent, since anesthetics have been used for child birth, that there is considerable difficulty in getting the child to breathe at the time of birth and a period of anoxia, lack of oxygen to the brain, can cause damage. There are more obvious things that can occur to the human brain, and those things are likely to be physical trauma such as a child may fall or be struck on the head and as a result the brain is damaged. They may injure certain portions, which result in brain damage, or they may suffer with a condition of epilepsy. These problems are not uncommon, and we must always be conscious of them. We must always be willing to look for them or we will miss them. We have to recognize, too, that these are special problems and that these children have to be dealt with in a different way because

their problems grow out of the fact that they do not have the proper brain substance to behave in the proper way.

I would like to talk next on what we psychiatrists call the functional causes. These are the things we hear more about and are most concerned about today. The functional causes of delinquency are due to the fact that something has gone wrong in the emotional development of the child. For this reason I will go over something that is elementary but important. First, all children are different. All children come into this world with different potentialities and come with a different set of brain organizations. Just the same as we have different colored eyes, so is the brain different. This is the reason that the rearing of a child is of the utmost importance in that it is not a production line business.

Frequently, I have talked with groups and at the end they say "Doctor, what about a child that does thus and so. What do you do about this?" At this point I am totally bewildered. I do not know the child and there is no answer because you have to understand why the child is this way. Stealing may mean two entirely different things in two different children. It is the same in that many things may have different meaning even though they may look like identical behavior. They may have an entirely different meaning.

As we look at the child as he grows and develops, we see he is a very interesting phenomena. At the time of birth the human infant is a completely helpless individual. That child has to be kept warm, fed, changed and loved if he is to develop into a normal human individual. If he does not get the proper care, he will not survive. There was a study done in France that is an example of the necessity of love for the development of the child. Dr. Rene Spitz, in France, found an orphanage which they took many children shortly after birth. His discovery was that these children that were properly cared for in a sanitary environment, properly fed, properly kept warm and changed but got no love, almost without exception, died by the time they were 18 months old. This is something I would like to hammer home — this Mother Love is an exceedingly important thing. It is a vitally important thing to survive. If there is a lack of this the child will not develop emotionally in a proper way. So, as the child is young, he needs complete dependent care. This is not just a matter of food and warmth, but actual emotional support.

As the child grows older and if love has been lacking, new problems develop. The child does not have the proper equipment with which to function adequately. As a matter of fact, the nervous system of a child is not completely developed at birth and the development of the nervous system does not take place for quite a period of time. This is one reason babies cannot walk. There are many animals at birth that walk immediately which is largely because the essential nervous mechanisms and brain mechanisms are already intact. In the child these things come later and it is not until later that you can teach a child to walk, talk and control his bowels.

At the period of toilet training, there comes some very real problems to the mother and the child. This is the first time the mother begins to impose her will upon the child. The first demand the environment makes on the infant. The way in which this matter is handled by the mother makes a difference in how well the child will turn out. If she pushes too hard and is too strict about this, there will be rebellion on the part of the child. If the mother does not push the child too hard, he will get through this period very nicely.

Following toilet training, there is a period where the child learns something about his sexual identity. This is a normal thing. All children are curious about sex if they are normal. Mother's handling of this problem is also important. If she makes too big an issue of this, she may cause a great deal of emotional upset in the child. Following this period we have school days. The child must adjust to and work with other children and get along with these children. This is a problem particularly to a child who is an only child, because he has never had to face this situation before. If mother has been wise enough to give the child the opportunity to associate with other children, this adjustment is less difficult. If the child is from a large family, there is less likely to be difficulty. However, if this only child has had little opportunity to play with other children, this adjustment can be a very difficult one.

Another problem is that mother might make quite an issue of taking her baby to school, and go back to get him every day. While she may tell the child everything is going along okay, the child is aware that mother is emotionally disturbed about the situation. The mother is not quite ready to give the child up, even though the child is ready for school.

In the school process, and before the advent of adolescence, children tend to play with children of the same sex. It is not until the development of sexual functions, the maturing, that the

child begins to take an interest in the opposite sex. This is also likely to be a period of considerable difficulty, because now the child is beginning to face some of the problems of maturity. In facing the fact that he or she soon will be cast in the role of the parent, the emotional groundwork that has been laid is going to make a great deal of difference in how well this works out. The old psychiatric literature talks about the process of dementia praecox. The diagnosis came out due to the fact that so many children at the age of adolescence broke down because of this maturing phenomenon.

You can see that the process is one of helping a child develop from complete and total dependency to a process of complete and total independency at the time of maturity. The problems that can occur, in essence, are problems that have to do with the fact that the child does not get sufficient emotional support. If a child is given insufficient loving and mothering, things do not turn out right. There are factors within our society which contribute to this situation in a real way. We are a competitive people, there are numerous pressures upon us to live as well as we can and so in our materialistic striving we tend to neglect the most important and crucial things in healthy human maturity. If mother goes to work and leaves her infant with a babysitter, this is, in essence, an emotional rejection to begin with. The child is sensitive to this and this becomes quite a problem.

Attention is a vitally important thing to the child. We recognize that the child is totally dependent. It is not surprising that for an immature individual to be left alone and not properly cared for is a frightening thing and is exceedingly disturbing. It is obvious that if you leave a human being completely alone you are going to deprive that individual of the things that he needs for his own subsistence. I would like to develop this point a little more in reference to the total dependency. Many of our children are disturbed because the parents do not pay sufficient attention to them. I am sure a great many of the judges and ladies here have experience with children and I would like to point out to you that one of the best ways to get a child upset and disturbed in the home is to ignore him. To a young mother of a child from three or so on up, I just dare her to ignore him for awhile. The longer she ignores him, the more upset he will get and the more naughty and destructive he will get until he gets some attention. Attention is a vitally important thing and the child recognizes this need.

The mother that takes her child to school tends to overprotect the child because she feels insecure herself and wonders about her own capabilities as a parent. Because of this the mother is quite anxious. Many parents want to do more for the child than they should and they interrupt the normal continuum of developing from a completely independent individual to a completely dependent individual. It is not unusual to see a man who has parents who have been interfering in his marriage. The parents are very free with their advice and even after there are grandchildren are still trying to tie their children to their "apron strings". In reality they are producing a continued dependency in the individuals who are supposed to be adults and supposed to take care of their own affairs. This leads to difficulty because the man or woman who is still emotionally a child is faced with the fact that mother is always interfering and he is always resentful of mother's interference and says "For God's sake, stop treating me like a baby!" He is furious with mother and yet at the same time he goes back to mother for money, or help, because he has not grown up enough emotionally to stand on his own two feet.

The fact that the child strives continually for independence is normal. It is also normal for the mother to want to protect the child, but only up to a point. We get a situation where individuals are overprotected way beyond the time they should be protected. When Junior has been overprotected and gets to the age of 14 or 16 he wants an automobile, he is really not grown up enough emotionally to take care of it and to drive safely. Because mother and father have always been so overly permissive they give him an automobile long before he is emotionally ready for an automobile. He wants an automobile just so he can go out and show the others he is just as big as they are, he is just as important, can drive just as fast, can handle a car just as well and he is just as big and mature as anybody. This is what he wants to prove. So, he gets to be a hot rodder around town and gets into trouble. He is trying to deny that he is still dependent on his parents. This is a powerful emotional force.

One of the other problems that develops in the family situation or sometimes grows out of the emotional difficulty of the parents is the mother who is a meticulous housekeeper. She herself is emotionally disturbed and in a sense mentally ill. She has to have very rigid rules and regulations. Everything has to be precisely in place so that she can feel comfortable. Children, however, are not identically alike and even though they can stand a certain amount of spotlessness they are confused about a mother who keeps a home which is without fault. If she fusses with

the children who are tracking up the house with mud, she is in for trouble and the children are in for trouble. You cannot expect children, at certain ages, not to track up the house, it is normal. It is certainly important to our well being and health to keep a house clean to a degree, but it is not a good thing to keep it meticulously clean.

One point I would like to emphasize is whether the home fits in with the culture. These things are very important. One of the studies that was done in either New York or Chicago pointed out well that the first born child of foreign parents is more likely to become delinquent than other members of the family. This is due to a conflict with the standards within the home and the standards of the environment. This is particularly true where the parents have come from an environment in which their parents were rigid masters and expected unquestioned obedience from their child. Then they move to America and they find themselves in a position where American children are not nearly as subservient. Their own children find that the restrictions set up by their parents are much too rigid and the child cannot help but look at the house next door where the parents are more permissive, easy going and less critical. As a result, there is considerable emotional conflict between the child who wants to adopt the standards of the new country in which they are living and the parents who are still adhering to the old standards.

Many parents are emotionally immature at the time they become parents and have not worked through the emotional problems and difficulties they had with other significant people in their environment prior to the time they became parents. Example: A situation in which a child was raised by a mother and father who were in constant combat. The war of the sexes was really on in grand style. Father and Mother could never agree about anything. Father hammered on the point that women did not amount to anything, probably because he had an awful battle with his own mother. The wife has had a similar experience in her background and she thinks that men are no good without exception. So the child winds up in the middle of the battleground and as a result you can expect nothing but serious emotional disturbance. Each parent tries to enlist the support of the child and each parent leaves the child in the middle of a very serious battleground.

It is amazing the number of times you find husbands and wives who are at it hammer and tongs all the time, and yet you separate them and try to get them in different places and they keep coming back together. This child may very well express the anxiety and the insecurity of his own home in terms of delinquent behavior. One of the normal things to occur in the child's development is that the child has a tendency to do what we call identify with the parent of the same sex. This merely means that the boy tries to be like his father and the girl tries to be like her mother. Sometimes these get switched around, which can also lead to difficulties. In a situation like this, father may be somewhat of a rebel himself. He may have resentment against law, order and authority because of his own rather domineering father. In sense he fosters in his own son a desire for rebellion, so, in this sense, father is out of step in the environment and the son is out of step as a result.

Another thing that happens is the number of times a parent will decide a child is no good. The parent will come to the conclusion that the child is shiftless, lazy and no good because he happens to look like "Uncle Ben" who was a shiftless alcoholic bum. Mother is sure, because the boy looks like "Uncle Ben," that he is going to turn out to be another "Uncle Ben." Actually the mother helps the boy along the road to be another shiftless alcoholic bum by constantly comparing him with "Uncle Ben." This is the situation in which the child gets the feeling that Mother wants him to be like "Uncle Ben" and she wants him to be shiftless on the one hand and at the same time she may express this feeling very bitterly as she is pushing him along the road. She keeps pushing him toward this sort of thing so the child tends to conform with what the parents want him to be or he feels the parents want him to be.

There are innumerable other ways in which a child may run afoul of the problems of life but I would like to come back once more and remind you that in essence, the normal development of a human being from infancy to adulthood is the process of going from a completely dependent individual to a completely independent individual. Complete independence in our society is completely ridiculous, but I think you all recognize what I mean. Thank you.

GROUP DISCUSSION - Lewiston

*Leaders: Judge Allen G. Norris, Professor John G. Milner, Dr. Myrick Pullen, Mr. Carl Boyd,
Judge Winston L. Benson*

PROFESSOR MILNER: I would like to comment on Dr. Pullen's statement on the materialism in our society's background as it relates to delinquency. We need to recognize that a delinquent in his attack on society will attack at the point that hurts most of the people who have offended him. He will pick the vulnerable point of attack and this explains why most delinquent behavior is against property rather than against person. Destruction of property is more prevalent than personal attack. I would like to give you one illustration of what I mean. A delinquent snatches a purse from a woman, runs away with it, keeps the money out of the purse, but usually throws the purse away. In the course of studying cases of this type, each delinquent was asked to describe the woman from whom he had stolen the purse. Most of them would give you quite a long description of the woman and seemed to have a vivid memory of her, even though it was a thing that happened on the spur of the moment. Two days after this initial discussion this same youngster was asked to describe his mother. The interesting point about this is that the youngster gave almost the same description of the mother as he had of the woman from whom he had stolen the purse, even though in reality they may not have looked alike. In the histories of these youngsters, it was found that most of them had mothers that had neglected them in material ways and that the love they got from these mothers was through money. This, I think, has some significance.

JUDGE BENSON: Dr. Pullen mentioned the "don't care" attitude that some parents have. Are overprotected children outnumbered by unloved children who are just let to run? What are we doing to correct these things? In my own experience I find that parents who let their children run are in more trouble than the ones who are trying to protect them from society. We seem to be a society who knows the difference between right and wrong, but also a society who has little interest in correcting either situation.

DR. PULLEN: I feel that society has within its grasp knowledge and ability to do something about many of these things. However, it may be that we lack the courage to do anything about it. Certainly the things that we have talked about here have been written about and recorded over and over again. One of the basic principles of our democracy is that we all have a certain amount of independent action which is unquestionably good, but there are limits as to the amount of independence we can permit.

JUDGE NORRIS: Where do you draw the line when you take children away from their parents? You cannot throw out completely the basic idea that the child is a member of the family and belongs in the home and is the parent's responsibility.

CARL BOYD: I think that in some places there are many steps being taken to identify the problem before it gets too bad. In schools they have attempted through education of teachers to identify problem children earlier. For several years I worked as a school social worker and in many instances where these services are available, school administrators claim that there is a 50% decrease in their delinquency rate.

JUDGE CROWLEY: Are we to gather from what has been said here that average behavior is necessarily the product of something in the child's ancestry? Is there not such a thing as "original sin" on the part of these boys and girls? Isn't there something to the environmental and hereditary factor?

PROFESSOR MILNER: The old theories of bad seed and the fact that people are born bad has pretty much been thrown in the waste basket. This was a wonderful way in which to excuse delinquency—the fact that a person was born that way and therefore that nothing could be done.

DR. PULLEN: I think that from material presented this afternoon, we can all agree that it is important for parents to be as consistent as possible at all times. Parents are aware of the fact that they get upset once in a while, and so it is quite ridiculous for us to think in terms of "delinquent" or "non-delinquent." A lot depends on the emotional pressures acting upon the individual at the time. Parents expect too much of children in that they may do things the parents had done and which they do not feel are acceptable in their own children. These things are tied down to emotional stresses and strains. It isn't a matter of someone being good or bad—it's a matter of emotional stresses and strains and the reaction to them.

JUDGE CROWLEY: If we take that literally, does this add up to there being no such thing as a norm?

PROFESSOR MILNER: This is true. Where you put the norm is why standards are completely arbitrary and open to considerable question. We must recognize the fact that children are different and therefore cannot be treated alike. What may be stress for one child will not be stress for another. We don't want to assume the attitude that children are victims of their environment and therefore have no responsibility for their behavior. Children, like adults, do have responsibility for their behavior. We have to understand their capacities to be responsible and only ask of them that which they are able to do. So often we ask a child of 5 to act like an adult. It is wrong for parents to expect children to become adults before they are ready.

DR. PULLEN: Discipline is good for a child. Parents must care enough to set up discipline standards for children. If this is not done, then they may well be neglecting their responsibilities. Parents must be able to set limits, and when these are exceeded disciplinary action must be taken. The home is the foundation where the child learns to deal with society. If he doesn't abide by rules at home, it is impossible for him to abide by the rules of society.

PROFESSOR MILNER: Children beg for discipline. If they don't have it, they set up their own rules.

JUDGE NORRIS: We often hear the story of a child not getting love at home and therefore getting into difficulty. It is also true that if you have parents who have good intentions but who have a basic inability to understand what they are doing they may be incapable of handling their own children.

DR. PULLEN: This is true. With all the good intentions in the world you can do the wrong thing. In essence, this is one of the reasons for our conference. By helping you to understand what is going on, we hope that there will then be less chance of your doing the wrong thing.

JUDGE CROWLEY: I would like to ask a question regarding TV and radio violence programs. There are many programs that are loaded down with pictures and narratives dealing with violence. Even though most of them come out right in the end, the violence and extreme use of legal force is always there. I am sure that you, Judge Norris, have run into this in the metropolitan area.

JUDGE NORRIS: I don't know that I can say I see very many cases that you can point specifically to a thing like that as being the cause of the delinquency. You can say that those items are factors in the total accumulation of factors which enter into the thing of environment and make up the total forces that are brought to bear upon the child. If a child is quite susceptible to these factors, he will act out whereas another child will not react to the same influence.

JUDGE MacDONALD: There are a number of the children that we see that come from broken homes and have had relationships in multiple marriages. If a child is subject to numerous parent-father figures, how will he react when he grows up and gets married? He certainly won't have any responsibility to his children since he himself was brought up by four or five different fathers. Will this person have the same feeling of responsibility towards marriage and fatherhood that the so-called normal person has?

DR. PULLEN: What you are saying makes a lot of sense. In my experience as hospital superintendent, it is impressive to see the frequency of broken marriage associated with mental illness. I feel that we must also consider this a factor in delinquency. Because of multiple fathers, the father figure cannot be a strong one and the mother figure, therefore, becomes the strong stabilizing factor. Unfortunately, the multiple marriages by the mother generally indicates an emotional problem in her. If we accept this to be true, then we have an unstable mother raising children in an unstable environment. The question then is how can we expect stable children from association of this type?

PROFESSOR MILNER: Children growing up in situations of the type mentioned find it difficult to identify with the father figure, and after a while they give up trying. I feel that this affects the male delinquency rate more than female because the female still has contact with the mother figure.

JUDGE MacDONALD: Courts have too long been reluctant to put the right interpretation on the marriage contract. As judges, I feel that we have the responsibility of reminding people what the marriage contract actually means.

DR. PULLEN: What we are saying is that an individual when he marries should not only be emotionally mature enough to marry, but also mature enough to raise children and accept the responsibility for these children. The thing that we see today is the fact that so many emotionally immature people get married who are not capable of meeting their marriage contract.

JUDGE BENSON: One of the purposes of our workshop is to attempt to find a solution to some of the problems we have mentioned here. In order to do this, we must have coordination of community resources. If we do not have the necessary community services, we must attempt to develop them if we are ever to find the solution and to cut down on the need for building bigger institutions for delinquents.

RAY W. WOOTTON: Judge Benson has developed a program in his county in which he has held group discussions for parents of delinquent children. The idea has been tried in other areas but has not proven as successful as Judge Benson's project. It might be helpful if the judge could outline some of the details of his program.

JUDGE BENSON: We picked out a selected group of children who had been in court. This selection was not made with reference to the seriousness of the offenses committed but on the basis of those parents whom we felt might be of assistance to the plan as well as benefit from the program. A friendly letter of invitation was sent to the parents informing them of the dates of the classes. The classes were held once a month and consisted of six different topics for discussion. The topics covered the fields of family relations such as discipline, family problems, teenage problems and etc. One of the ideas that was stressed all the way through the meetings was that the main purpose of the group getting together was a desire to assist in solving the problems of children and that their cooperation and interest was extremely important. The idea that they were getting something crammed down their throats was avoided and the idea of a desire to help them was emphasized. Most of the couples attended all of the six lessons.

PROFESSOR MILNER: I am very much in favor of having the type of group developed by Judge Benson. However, what may work in one area may not work in another. It is helpful to use the ideas of someone else but they need to be geared to fit the particular problems that exist in a particular area.

DYNAMICS OF HUMAN BEHAVIOR AS RELATED TO JUVENILE DELINQUENCY

S. Wayne Smith, M.D.

It is my feeling that the whole realm of human behavior in the family constellation probably has some bearing on whether a child or adolescent is delinquent. Just how the various members of the family effect one another to producing delinquency in a person is not definitely known. In studying the various schools of thought in psychological medicine, one finds various facets of the problem looked at in different ways. Emphasis is placed on various aspects of the family members. Many times with delinquents, the behavior is all that is known about the person. The causes and the forces behind the behavior may not be evident, or even known to the person themselves without going into their background and getting to the roots of the psychological processes and feelings. The behavior that is seen and interpreted relates itself mainly to the ideas and feelings of the person who is evaluating such a delinquent. To get some small idea of what various schools of thought are, it might be well to review them very briefly, then I will add some of my own.

Freudian psychology finds the individual's personality resulting from three sources. First, the id or the instinctual drives which are found at birth and inherited on an individual basis; such as the need for love, hunger, fear, etc. Second, the ego or the individual who must learn how to handle the urges and inward drives of the id and relate them to society and environment. Thirdly, the superego which is the outside forces acting to help the ego modify and live happily in his environment, and at the same time satisfy the drives or the id.

Freud goes on to explain the development of the personality after birth reacting to these three facets plus the environment of the father, mother, and children in the family.

Adler, a psychoanalyst, developed the theory of organ inferiority on the development of the personality. He stressed the attitude of the person adopted toward his defects. For example, Freudians would see the problem of stuttering as a malfunction of the organ due to psychological patterns, whereas Adler would state that the psychological problems developed from his being a stutterer. Adler would say that vomiting was a "language of the stomach" perhaps to tell of a fear that a person may have. Adler also feels that because the infant feels inferior at birth there is a consequent drive for superiority or prestige and that the need for this striving is brought on by social feelings or social interest. Another observation made by Adler is that it is essential that human organisms have a unity of function for complete well being.

Karen Horney, like Adler, was prominently concerned with the movements of the personality as a whole, and tended to resist having them put into various pigeon holes at birth, but felt that these may develop later. She considered her approach essentially optimistic, with faith in the natural creative potentiality of man at birth, and at any stage during his life cycle. Horney emphasized one principle—the need for security—and that it does not operate only when the person is threatened. When the threat reaches unmanageable proportions in infancy the person readily develops an all-persuasive sense of the world as hostile and dangerous. This feeling leads to what she calls a basic anxiety or an inner fear.

Another psychoanalyst was Eric Fromm. He has concepts of many schools including Freudian, Adler and Horney. He tended to think mainly in terms of dependency, powerless, hostility with greater stress on a development of the self and on the conflict between the need to feel part of a larger unit and the need to be one's self. Like religious and philosophical thinkers, he considered as primary man's need to find a meaning in life. Fromm states man must fully appreciate his position in the universe, and if he does not become afraid, he will recognize there is no meaning to life, except the meaning man gives his life by the unfolding of his powers. Eric Fromm quoted a verse or two from Omar Khayyam. This is the verse:

"Into this universe and why not knowing,
nor whence like water willy nilly flowing;
and out of it, like the wind a long waste,
I know not whether, willy nilly blowing.
What, without asking, hither hurried hence,
and, without asking, whether hurried hence!
Another and another cup to drown the memory
of this impertinence!"

Another psychiatrist and analyst was Harry Stack Sullivan. He emphasized the persuasive interaction between the organism and its environment, mainly personal environment. He feels that the organism, that is the human, pursues satisfaction implicit in its bodily structure. Such pursuit means relief from tensions caused by psychological and chemical disequilibrium in the body. He also states that the pursuit of security is important because the person needs to have approval and prestige. The person soon grasps the fact that his own behavior has something to do with the uncomfortable attitude of the adults, whom he begins to perceive as entities different from the physical world and himself; he then gradually controls his behavior to reduce tensions or anxiety. Sullivan also states what he calls dynamics plays a crucial part in development. This is learned by contacts with other people. Also he has a concept that loneliness is a need to touch and feel physical nearness of other people and does not necessarily mean this to be on a sexual level.

There are others who have made their imprint in this field. Doctor Adolph Myer was more biologically oriented since his beginnings were with neurology. He developed a book, "The Common Sense Psychiatry." He felt the biological part or the biopsychological part of a person has a good deal to do with the responsibility of how a person operated.

C. C. Jung left his mark in this field of human behavior, stating that people reacted to archaic types of feelings which were symbols, and that many times this was indicated through religion and the need to worship various sacred symbols and idols. He felt that the old part of the human being—personality—had a need to find expression for these feelings through various religious beliefs.

Doctor Jules Masserman has shown that it is possible through manipulating environment and conditioned reflexes to bring about apparent psychoses in monkeys; therefore, he feels that some of the behavior is a conditioned reflex. There is much work being done in the field of bio-chemistry and neurological chemistry. The findings indicate it may be possible that there are faulty metabolisms in the body, in the endocrines, or the brain, which may produce various types of behavior and may cause some of the mental illnesses we see today. They have been able to produce psychotic-like symptoms and behavior in normal people by the injections of certain medicines. Also by the giving of medicines beforehand, certain types of these psychotic symptoms can be prevented. So, there is gradually coming into being the thought that some of our behavior may be caused by the bodychemistry and physiology of our body. The above brief sketches certainly do not cover all those who have made contributions in this field, nor are they all inclusive in the subjects related to human behavior from each individual contributor; they are merely small excerpts from some of their writings.

During the time that I have been active and working in the field of psychiatry I have gradually developed a basis for my personal understanding in the field of personality development and behavior. I recognize that many of the leaders in this field have had an influence on me, and that certainly the ideas are not wholly my own, but in giving them to you I will use my own words to you. You will find that these ideas come from a background of philosophy and religion, psychiatry and biological medicine, and I have tried to correlate them and bring them together so they will form for me a personal working structure in which I felt comfortable working with the problems of behavior.

I will start out with discussing some of the things about environment and culture. I believe that the environment in which families and individuals grow up has a lot to do with their behavior. The elements, the parts of the world they inhabit, the food stuffs available, the climate which permits certain things to grow and prohibits other things, all have influence the way people have to adjust and adapt to the various geographical areas. Since I do not believe that the universe we live in is a matter of circumstance, there is some basic plan that has been worked out by a higher and greater influence than man; people living in these areas all over the world are a part of this over-all plan. Some people are born into better environment than others. I think it is a reality and a fact that people born in China—parts of Africa—or India—have some restrictions placed on their life.

It is known that certain cultures in parts of the world have less juvenile delinquency than other parts, and just to cite an example, the country of Italy has less juvenile delinquency—Japan—China, have a lower rate of delinquency than the the United States. The reason for this, I believe, is the establishment of order in the home, and the relationship and authority that goes with the family and their custom of the eldest in the family making decisions for the family living under him. There is respect and homage paid to these heads of families.

Associated with the various cultures in nations throughout the world are their customs and religious practices and beliefs. Briefly those nations who believe in the worthwhileness of man—that he is not just an animal—that he has a place in the universe, give him some importance. Also,

the fact that they have a belief in a higher power who is interested in them and helps them in their struggles and daily living, helps to make a better civilization. It allows the people to have hope and permits them to rise above the ground and the animal kingdom with which they associate. To go one step further, it is my belief that there are countries and people who believe in a deity of a personal nature, who will be an understanding person and listen to their troubles and be in a position to help them. This philosophy of religion can give people a basis and understanding of where they came from, their purpose for being here and what may happen to them after death. Man must have some hope and feeling about his being useful, and not have the feeling that is quoted in the verses above taken from Omar Khayyam.

Also associated with the climates, conditions, cultures, philosophy and religion must be a part that allows for man to grow, allow man to make his own decision as to what type of person he will be, and have a freedom to choose what he may do. There is great risk with this freedom unless there is some guidance and direction given to the people. But the chances of rising above their problems and bettering themselves are much greater if this privilege of responsibility and of making a choice is present. So much for the few brief generalizations of influences on people and behavior. Now I desire to become more specific and deal with the individual.

Ideally a baby should be born into a home or into a family in which the mother and father have a love, respect, and regard for each other. The child should be desired and wanted, with the idea that it will be given the best that the father and mother can cooperatively give it. The father and mother furnish a place for it to be sheltered, fed, clothed and contacts with the community through which this child is to learn cultural patterns and the nuances of society in which it is going to function. If, for any reason, this family is broken up through disunity, suspicion, financial problems, divorce, death or abandonment, then this setting is thrown off balance and the possibilities for an adjusted child to reach maturity are somewhat lessened, depending on the actual situation.

This child brings with its self the inheritances of generations past; many of these things we are acquainted with such as color of the skin, eyes, body configuration, congenital anomalies, diseases that are hereditary, etc. At birth the baby has some drives and needs, it is born with ability to nurse, it very quickly learns to distinguish different people in the home, especially mother from father.

In addition to the physical traits and characteristics handed down to this child from its parents, etc., there is another part of this infant, which is the life or spirit. This life also has some inheritances and gives to this infant certain things at birth. This spiritual part has as much to do with responding to the environment and cause of behavior as the physical or bodily functions of the child. It is necessary for a warm, loving relationship to be established between the mother and the infant. This rapport is given to this dynamic part of the baby long before the baby can speak or tell how this relationship affects it. We can see in the behavior of the infant how it feels toward its environment and its parents. This is sensed by the baby, and early problems in diet, sleep habits, etc., are begun by the reaction of the infant to its parents and surroundings. I think that children are born with the capacity to do good for themselves and to learn so they will be useful to themselves and others. What we generally consider to be bad or delinquent is not necessarily an inherent trait in an individual but probably is conditioned by the inner reaction to the infant to its surroundings.

Since babies are great mimickers and they learn by seeing and observing, it is necessary that the family be a model for these children to learn how to live a healthy life. When certain parts of the family are missing from the model home or maladjusted, the effects are seen in the family. Sometimes these traits can be traced from grandfather to father to son, in other words, these characteristics can be found for several generations, and they tend to perpetuate themselves. Factors which help to break down the family unit are the mobility of the country and the smallness of the world due to easy travel. Families going to and fro throughout the country, uprooting our homes and living for short periods of time in various areas of the country, tend to make the family less stable. The common use of alcohol breaks down homes and causes distrust among the father, mother, and children. The laxity of morals, dishonesty, losing of the virtues and traditions which built our country and made it strong, wanting something for nothing, expecting someone to act for us, all these things tend to demoralize and break down the family unit. With the loss of responsibility the families break up through divorce and desertion; this, in turn, throws responsibility for taking care of children on one part of the family, many times producing hardships and placing the responsibility on communities. The community may not particularly like this responsibility and may not be able to take care of them. These children feel unwanted and become resentful, having hatred toward the whole world.

The family then loses its perspective when trouble comes: why they are such a unit, what

the purpose of the family is, and what the family's real needs and functions are in our society. The father and mother lose respect for each other. When this happens the children feel the same towards their parents. When the children lose respect for their father and mother, they lose respect for their community and others, and they become filled with hatred and their actions are dissocial and anti-social behavior.

There are other causes breaking up family situations, such as war in which the parents are killed, automobile accidents, which probably are one of the worse disrupters of homes at this time. Sickness and death of members of the family is also the cause of broken homes. Mental illness is another cause of disrupting homes, and at times one or the other parent must go to a hospital, sometimes for prolonged hospitalization. Mental sickness may have an effect on the children in the home, and also an effect on the children when the parents have to go to the hospital.

There are other causes which directly or indirectly affect the juveniles. The type of literature they see, movies, television and attitudes given to them by other teenagers. Some delinquent behavior is done because the juveniles are bored; they do not know what to do with their time, so they deliberately do things for "kicks." It isn't always broken homes that delinquents come from, some of the finer homes in our country have produced delinquents. Schooling may have an effect on them. Laretta Bender feels that inability to read in school causes adolescent delinquents to be alienated from their classmates because they become disinterested and drop out of school. When they drop out of school they must find others whom they can associate with. They seem to gravitate towards people of their own class, thus delinquent groups are formed in gangs and result sometimes in delinquent behavior. Many of these cases could be prevented, according to her, if the reading methods were better in school.

Illnesses, such as poliomyelitis, blindness, deafness, and other disabling diseases can cause children to lose contact with their classmates and they may turn to delinquent behavior to gain approval and acceptance.

So it would seem to me that the dynamics behind the behavior of juvenile delinquents is not a simple thing, but has many areas and ramifications which must be studied and more statistics obtained before final proof can be given. When we have this I am sure there will be many sides to the picture, but basically it probably has to do with man's ideology, ideals, goals, attitudes and how he implements them in the practical raising of a family.

GROUP DISCUSSION - Pocatello

Leaders: Judge Allen G. Norris, Professor John G. Milner, Dr. S. Wayne Smith, Mr. John Harris, Judge Winston L. Benson

The group expressed a great deal of interest in gaining further knowledge in how a psychiatrist goes about conducting a psychiatric evaluation of a child. Dr. Smith, along with John Harris, explained the procedure in some detail and also brought in the fact that at the present time there is very limited outpatient psychiatric services available from State Hospital South. It was pointed out by Doctor Smith that occasionally and in special circumstances children are seen at the hospital for outpatient evaluation. However, it was pointed out that State Hospital South is not equipped to handle children on an inpatient basis and for this reason it would probably be best, if the child is a non-psychotic, to have him committed to the State Industrial School. There a psychiatric evaluation could be given him in a physical setting much more conducive to his rehabilitation. It was pointed out that currently, and for the past 18 months, psychiatric consultation has been available at the Industrial Training School by a professional staff who visit there on a monthly basis. The staff is provided by State Hospital South.

The question was asked, "What do we do with a child in our community who is non-delinquent, but who is ineligible for admission either to Nampa State School or the Idaho State Industrial School?" The majority of the examples described were those of dependent and neglected children who were neither delinquent nor mentally retarded. The judges indicated that when foster home services are requested for such children, that they are generally not available.

The philosophy of a foster home placement service was discussed at some length, and brought into the discussion were such factors as a lack of trained professional personnel to conduct adequate foster home placements and the limited number of foster homes available. The possibility that a misunderstanding exists between the child placing agency, namely the Department of Public Assistance, and the probate judge was discussed. It seemed apparent from the discussion that some clarification of the child welfare laws are in order, which would allow the probate judges to make more adequate use of existing services.

The influence of parental conflict upon delinquency brought active discussion from virtually everyone in attendance. Some individuals felt that it would be better to leave a child with his parents even though there was obviously little love between them. Another group felt that a child, in order to have established for him "basic standards of adjustment," needs more from a home than just parental figures who do not express either love and understanding for one another or who are able to set down "guide lines" of behavior for the child.

Dr. Smith and Professor Milner both discussed the fact that a child, in order to be adequately prepared to meet the responsibilities of adulthood, needs to have within the framework of his home an acceptable adult figure with whom he can identify. A male child needs a stable guiding adult male, and a female child a stable mature adequate mother. These two consultants also pointed out that automobiles, excessive amounts of spending money, etc., cannot be totally blamed for the high and increased rate of juvenile delinquency. They pointed out that these factors actually have little influence upon increased delinquency unless they are given the child as a substitute for love and guidance. Judge Norris pointed out that from his experience he has found that with many delinquent children there is actually no "leader" in the home. He compared our culture to the European culture and pointed out that in the European culture the father is the unquestioned head of the household, and asked the group, "Do we have a recognizable head of the household or are we operating without this important person?"

The increased incidence of venereal disease and pregnancy among the juvenile population was discussed, and some felt that the increased incidence of venereal disease was due to the fact that the teen-age group is well acquainted with the cure for this illness and therefore no longer fear it. In discussing the pregnancy rate among high school girls, the question of whether or not this girl should be permitted to remain in high school was discussed, and as a general rule the group felt that she should be dropped from the school system during the time of her pregnancy. However, there was no agreement as to whether or not married students should be excluded from school. Some felt that married students should be dropped automatically, and others felt that they should be allowed to continue with their education but not be permitted to participate in extra-curricular activities.

METHODOLOGY OF OBTAINING ASSISTANCE FROM COMMUNITY RESOURCES

Professor John G. Milner

The subject for this morning is "Methodology of Obtaining Assistance from Community Resources." To begin with I should recognize that every community, regardless of size, is rich in resources. The opportunities are there if we tap them, and when we talk about community resources we are talking about a living thing.

The problems that delinquents have are caused from personal relationships that have been poor ones for them. The cure for delinquency must come from the relationships we, as professional people, have to offer. We need to offer opportunity to the child as well as relationship. These opportunities are worthless unless they are accompanied by human relationships which make it possible for this person to want to accept the opportunities we provide. People who get organized into some uniform way of carrying out certain functions in the community must know that the problems that are most important in working with others are personality problems. The way to work with others is first to understand yourself.

The judge is in a role of high authority in the community. The community vests in him a responsibility to carry out the law and he is backed by very strong legal framework so when he works with people he must realize that they are aware of his role of authority. We all want to have people who carry authority, but at the same time we suspect them; we hope that the judge will also make a mistake.

In some of the larger cities, some of the private agencies are resentful of what is asked of them from the court. It comes to them as a command and they often do things they otherwise would not do because it is from the court. In the business of a court's request for services, it may appear to the receiving agency to be an order. The agency may consider this order the same as an order you may make for a particular case committing them to abide by certain conditions.

We need to develop an awareness of the resources that are already available. This needs to be more than just knowledge gained from hearing about the particular agency. You need to take time to visit the agency and show a personal interest in the activities of the organization. You should not only learn first hand what the resources are but learn about the people who carry out the services that the program has to offer. Sometimes the judge becomes a fantasy figure to the agencies because they never see him. There is a fear of coming to the court unless there is a request because we usually think of the court as a place to avoid. If you take the initiative and invite the personnel of an agency in to see you, it will help in breaking down any barriers between you and the agency.

When you learn about the resources a program has to offer you must also gain an understanding of the function they see as theirs. It is good to have these functions as the agency sees them in writing. Many programs have never put down in writing what their responsibilities and limitations are, but we have a right to request this information.

Americans are resourceful and have the ability to develop resources when there is a demand for a particular service. In working with existing resources, it is wise to let your needs be known to these resources even though they may not have the facilities with which to provide such services at the time. A judge on the bench usually recognizes community needs more than anyone else.

Programs, in order to exist and develop, must be used. If a foster home is not used regularly, the people lose interest and drop out as a potential home. This is true of any kind of service. You need a nucleus of active services that you use fully, you will have them at hand when needed, and in this way you can keep the resources alive and active. Services need continuous support of people in authority, such as you judges. If there is a service in the community doing well, talk to the people in the community and let them know of your appreciation.

One of the fears many community resources have is that the court will control them and as a result, many private and some state services have a fear of working with the juvenile courts. In assigning cases you need to delegate some authority to the person and/or agency who will be carrying the case by letting them know that many of the decisions made for the child will be in their hands. In order to take responsibility for a child, the agency must be able to handle the child in

the way the institution or foster home operates. This might not always be the way you feel the child should be helped, but you should remember there is no one way of helping kids.

One of the criticisms in the Los Angeles area by the institutional programs regarding their working with the probation department of juvenile court is that they never know when the court will move in and remove a child or when the child is going to come and live with them. There is no careful planning in what the court does in relation to the other agencies. Because of the crowded court calendars many snap decisions are made and children are moved without proper planning. Some cases are emergencies and the agencies accept this fact, but often the courts get caught making everything an emergency.

The agencies with which you work will want you to share some information about the youngster with them. While some of the court records are confidential, you have to share certain kinds of information in order to be mutually helpful to a child. It is easy for a judge to call up the administrator of an agency and have something done simply because of his authoritarian position. But agency resources are carried out by programs that have some structure and line of authority and often the person who contacts the court is not the administrator but one of the workers. If you can respect the channels the agency sets up, by developing a personal relationship with the executive, then that agency will always be available to you through the administrator and not through his underlings.

One existing program that can be helpful in the community is the public schools. The school can be used in many therapeutic ways. The relationship of teacher to child is not always recognized and understood and yet the meaning a teacher has for a child can either build up good feelings about himself or destroy him. Sometimes going to the teacher and telling her how she can help the child makes her a perfect resource.

The organizations related to the school, such as the Parent Teacher Association, can be helpful. Most schools are not allowed to do what is called treatment or psychotherapy because it is outside the function of education. Clinics can be set up under the name of Parent Teacher Association. Some of the best child guidance clinics have been set up and run by Parent Teacher Association.

Schools are now developing what is called school social work programs. There are Federal funds available for this purpose, as well as for scholarships to train people in the field of school social work. School social workers essentially work with the children who have trouble getting along in school. They are usually working with the children you see in your courts.

Schools play an important part in early identification of problems of children and often the actual help needed can be given to the child in the school setting. It should be kept in mind that it is very important that we not make schools suspicious of children. We need to expect children to be good instead of always expecting them to be bad.

There are available resources in your community that are classified under character building organizations that can be useful to problem youngsters. We must, however, remember that most of the problem children have little interest in character building programs. Some communities have set up special clubs and organizations that sponsor programs for groups of delinquent youngsters and these programs have been very effective with the delinquent.

You should encourage group leadership of volunteers in the community, for here you can find people capable of doing excellent work with the problem child. There is a citizenship training group which was established by a juvenile court judge for interested groups of citizens. The judge was able to get business men in one community to employ one person as a paid staff member to set up an after school program that was a continuation of the regular school program. The delinquent boy would come to court and, rather than be sent to a state school, would be assigned to the after school program which he attended each day for three months. The school lasted two hours per day and attendance was required by a court order. The program offered recreational sports and craft work. The kids also sat in discussion sessions talking about things that concerned them. Movies were brought in and were made available through various mental health programs. The children wanted to talk about dating, sex and all kinds of things that they usually talked about together, but here they were able to talk about these problems with a responsible teacher and get accurate information. They talked about racial prejudices and the youngsters who were non-verbal became active participants once the leader established a relationship with them. The third part of the program was medical in which the child was given needed medical care. This was all volunteered by the doctors and dentists of the community. The youngsters that participated liked the program and volunteered to come for

the next three months. As a result of this program the number of youngsters sent to the state school dropped considerably. The judge kept an active interest in the program through a monthly report and wrote personal encouraging letters to the youngsters.

The police are a resource in most towns. The manner in which a policeman works with a child can affect the child's opportunities to be rehabilitated and can have a great bearing on the child's attitudes toward authority. It is not uncommon for the police to spot a kid who has been in trouble and then ride him constantly. It is almost impossible for the child to be rehabilitated if he always feels he is controlled from outside. Some education work with the police on your part can be helpful.

GROUP DISCUSSION - Lewiston

Leaders: Professor John G. Milner, Mr. Carl Boyd, Judge Elmer M. Roise

JUDGE BENSON: In regards to the after-hour school you mentioned, would it be possible to set this up on a co-educational basis?

PROFESSOR MILNER: It could be co-educational, but the ones that I have had experience with were separate for girls and boys. With good leadership it could be co-educational.

DR. PULLEN: I am interested in your program of involving people in the community. I wonder how you enlist the help and aid of these people.

PROFESSOR MILNER: The best method is by personal contact. Through personal contact you create an interest in the youngster and for some reason you obtain better results. Human beings have a natural desire to help each other, but they like to be asked to become involved. There are other ways of doing this and these have to be on an individual basis depending upon the situation.

JUDGE BEAR: Do you think that we have an advantage due to the fact that our communities are rural?

PROFESSOR MILNER: Yes, I feel that this might be an advantage. However, you should keep in mind that rural communities have as many community resources as do metropolitan areas.

JACK STENECK: You mentioned repeatedly that the probate judges are in an authoritarian role. In many instances I can't help but feel that they do not realize the position that they have in the community. As probate judges, they are in an excellent position to assist in developing community resources and to enlist the aid of community leaders in carrying out these projects.

PROFESSOR MILNER: That is very true. I feel that if the probate judge gives his approval to a project, he does not necessarily have to become totally involved in seeing that it is carried out. He can assume the leadership role and in many instances by his stamp of approval which is what the community is waiting to obtain.

JUDGE BEAR: In our work with the public, we do many things for them and I can't help but feel that they tend to become quite dependent on us.

PROFESSOR MILNER: The public, like anything else, likes to have a symbolic father and the judge can serve as this figure.

JUDGE NORRIS: Do you wear out your resources by asking too much of them?

PROFESSOR MILNER: As a general rule, your resources are one-shot propositions and if they can only help in one case, it is beneficial.

JUDGE ROISE: We are trying something new in my community. We approached the delinquent with an agreement which we asked him to sign. The agreement lists restrictions which we place on the child. The agreement is then turned over to the probation officer who follows the child and submits progress reports.

PROFESSOR MILNER: Agreements to be good and to conform are very valuable to delinquents who are able to conform. However, we should consider the fact that too many restrictions tend to confuse some juveniles and they will rebel against this. We need not limit our list to restrictions, but should also provide opportunity such as occupational work, psychiatric treatment, etc. In other words, we need to have a variety of resources.

JUDGE BEAR: Do you think it is good to set down rules on youngsters? What is your experience in this?

PROFESSOR MILNER: It does little good for us to set down rules for children unless these are enforced in their every day living situation. It is more than just telling a child to do something—it is showing him the way through structured situations.

JUDGE BEAR: How does this affect the child?

PROFESSOR MILNER: This has a different effect on each child. If the restrictions are too unreasonable or if there are too many of them they become futile and the child does not try to abide by any of the rules.

JUDGE SLEEP: From your experience as a school social worker, Mr. Boyd, could you give us some idea as to what role the school social worker plays regards to the juvenile court.

CARL BOYD: The court viewed us as a resource. We provided two things for them—the family background and a picture of the child in the home as well as in the school.

JUDGE SLEEP: Did you have any way of helping these children in the school? Did you talk with them? Did you have them in to see you?

CARL BOYD: When a child was referred to us, we always visited them in their home. We tried to see the parents separately at first, and at a later time with the child. At the same time the child was being interviewed at the school. Some times we referred the child to other agencies in the community, who we felt might be better able to work with him. The teacher was always involved in the case and we found that we received valuable background information from her. Certain children were seen in playrooms, since with many children play interviews are quite revealing.

JUDGE WOODWARD: In my area our biggest problem is keeping the children occupied during the winter. We have a recreation center but find it difficult to get volunteers to supervise the center. I would just like to say that a center of the type I am referring to, or any recreational activity for that matter, should be supervised by adults.

GROUP DISCUSSION - Pocatello

Leaders: Professor John G. Milner, Mr. John Harris, Judge Elmer M. Roise

The use of mass media such as radio, television and newspaper advertising was discussed as a means of obtaining adequate foster homes, as well as a means of securing employment for the discharged mentally ill. These means of obtaining available resources and of helping to develop needed resources was felt to be acceptable if it was handled in an "acceptable and professional manner."

The need for community education as a means of developing community resources was discussed at some length. One example cited by several judges was the need for more adequate child welfare services. It was felt that the probate judges, in their role of community leadership and by being looked upon as authoritarian figures in their community, could assist in developing these necessary services if they screamed about their lack "loud and strong" to their community. It was pointed out that it does little good to "grumble" about the lack of services in small groups in order to obtain a needed service, whether it be child welfare services or the services of a mental health center. The community needs to be made aware of this need if it is to provide it. Mr. Harris cited an example of this by describing the lack of educational facilities for high school students within the physical framework of State Hospital South. The need for educational facilities for these children was recognized by the staff, and when it was obvious that this need was not going to be met in the institution, an arrangement was worked out with the school administration in Blackfoot whereby those children living at the hospital were able to attend the local high school. In the past three years, several children working under this agreement have graduated from high school.

Professor Milner pointed out that the philosophy of orphanages and institutions for children has changed considerably within the past ten years. It is recognized by everyone that the orphan home with which we were so well acquainted 20 years ago has virtually disappeared from the scene, and that even institutions currently limit a child's institutionalization. In most instances, child placing agencies recognizing the need for "mother love" from the very beginning, and placing children either in foster homes or in prospective adoptive homes immediately following birth, rather than placing these children either in an orphanage or in an institution, is much more acceptable.

The inability to recruit professionally trained social workers was mentioned as one of the reasons for the Department of Public Assistance's inability to provide more adequate child welfare services. The field supervisor of the Department of Public Assistance pointed out that Idaho has the highest beginning salary for child welfare consultants of any of the states. Despite this high salary, two vacancies remain unfilled, and as a general rule the Department is forced to employ individuals without professional training in social work. He pointed out, however, that by offering training stipends, the department is gradually building up its staff of professionally trained workers who in turn can offer intensive inservice training to the untrained worker.

THE DEVELOPMENT OF MORE EFFECTIVE PROGRAMS FOR PREVENTION AND CORRECTION OF DELINQUENCY THROUGH UTILIZATION AND COORDINATION OF COMMUNITY RESOURCES

Honorable Allen G. Norris

I think that we must realize that in consideration of correction processes, but even more with reference to prevention processes, that we are dealing with some really deep-seated social conditions. Youngsters essentially are the products of their environment in the home and in the community. They generally reflect the moral standards, social practices and personal attitudes of their associate with whom they are more closely in contact. Most important, of course, is the family. As a consequence, any general lowering of standards, any deficiency in personal attitudes or habits of life in the community or among the people with whom they are most in contact results in a consequent increase of the juvenile delinquency volume, as we call it.

We have to recognize that there is no cure-all and that we will never completely stamp out juvenile delinquency, any more than we will eliminate all crime in society. The only thing we can do is to carry on the continuing struggle to hold as much in check as possible.

Youth is no worse off basically now than they ever were but there seems to be an added spurt of independence. Perhaps we should say irresponsibility rather than independence, depending on the point of view in the general attitude of the young people of our day. This might very well be the result of some of our modern theories of discipline and training and the desire to give the right and opportunity to the youngsters to express themselves freely so they may have every opportunity to develop their self sufficiency, their initiative and their self-reliance. Maybe we have developed these beneficial and good attributes without the development of a corresponding sense of responsibility in the individual and when you have such a situation the result necessarily is trouble. I do think that, in general, we have developed a very capable, resourceful and a very aggressive generation of youth. But perhaps to too many of them the matter of moral values is somewhat lacking. Perhaps that too many of them know the difference between right and wrong in the abstract as well as the concrete is comparably immaterial. Too many of them have too little recognition and respect for law as a standard of behavior. Too many of them have too little appreciation of their own personal responsibility as members of society to respect the rights and property of others. In view of these conditions and as it concerns our job, that is the courts, the police, probation officers, your mental health services, youth rehabilitation section and all of the community agencies we must use every available means at our command and cooperate among ourselves to try to control and remedy the situation.

My ability to help you may be somewhat limited since the conditions in my area differ somewhat from yours. In addition to this, your conditions from community to community vary rather widely. However, I do think that ideas we can express will apply to many although some will not apply at all. In any event, let's see by what methods, as far as the court is concerned, the social agencies and community facilities can be used.

I am aware of the fact, as I said a moment ago, that we have pretty well covered the gamut of possibilities and a lot of this may be repetitious. I think that we should, insofar as we can, emphasize the element of prevention as a crux of the whole problem. To some extent this includes the prevention of a repetition or reoccurrence of a problem as an initial prevention of the basic tendencies to be delinquent. To a great degree the process of prevention is very closely allied with the correction process anyway.

I think we can recognize that the most important factor in the essence of the prevention process is the necessity for early recognition of the danger signs. The danger signs that we should recognize are the indications of emotional disturbance. I mention this first because it should be properly placed in this position. We should be aware of the youngster who is easily upset, who becomes easily frustrated or who appears to be hyperactive in his behavior. The signs of incorrigibility, evidences of defiance in attitude, disobedience and general inclination to break the rules whatever they may be are important symptoms. Developing habits of truancy from school and running away from home are pretty much of a corollary of delinquency. Unexplained scholastic failure, as far as the school program is concerned such as the youngsters who have been tested and who appear to have the capacity to do good scholastic work but who are not performing, may be indicating an inability to concentrate on their work. As far as instances of misbehavior are concerned, such as the petty thefts that some

of the youngsters indulge in around the school, are indications of the place of importance that the schools hold in our communities in relation to the prevention of delinquency.

We all recognize the strategic position of the teacher. As far as the detection of early delinquency is concerned, I do not think that we can possibly over emphasize this thought. The teacher, devoting hours each day with the youngster, has the opportunity to observe the particular child. The teacher has the opportunity of observing the child in several different categories of activity which take place in the very controlled setting of the classroom. In the less controlled area of the play ground, recreational or extra curricular programs or whatever it may be outside the school room, the teacher has the opportunity of observing the child adequately. In addition we have in the teacher a person who is trained in his work and who presumably is interested in his work and who should have an objective approach to the child and his problems.

The teacher is in the position of making an analysis of the situation without being emotionally involved as the parents are. The parents are too close to the problem and therefore are too emotionally involved in it to recognize a problem. A capable teacher, in all probability, is able to recognize emotional conflicts in a child three months after he begins school. All teachers do not have the same degree of capability in recognizing emotional danger signals but in most instances they certainly are aware that problems exist. Teachers recognize that many problem children are problems because of their almost persistent need to have attention. This attention should come from the home but if the child does not get it there the teacher knows full well that he will attempt to get it in the classroom.

Speaking now of a remedy, the teacher, if willing and capable of doing so, can accomplish much by direct contact with the parents. This approach however poses difficulties because the teacher does not wish to jeopardize his position with the parents and draw recrimination from them. What the teacher does in situations like I have described is pretty much up to the individual teacher. In some instances direct contact with school administrators is deemed advisable over direct contacts between teacher and parents. If, in a school, there is a guidance program or a school social work program, then referral of a problem child should be made directly to them.

If possible, a child should be seen for psychological evaluation. In some instances it might be advisable for the parents to have a complete psychological evaluation also, which is perhaps even more helpful in finding the problem area. I do not believe that we should look upon the psychologists as a miracle worker nor as being the answers to all of the world's problems, but, from my experience with them, I have developed a deep appreciation of the value of their services. They are most helpful in the field of diagnosis and evaluation. If school psychologists are unavailable to you, there may be the possibility that you can obtain psychological evaluation or consultation through your state health department. If at all possible, psychological services should be obtained in order to assist in better evaluating a youngster.

If these specialized services are unavailable, a teacher might be willing to become involved in a counselling program. A service such as that described by Judge Benson might well be used to good advantage. You will recall that he described cooperative services offered from the school and his court to both the delinquent child and the parents. The pastors are another community facility that should not be overlooked. The majority of these are not only interested but in some instances very capable of assisting families in difficulty. The services of a Family Service Agency should be utilized if these are available. One difficulty that you might encounter is the negative attitude of the school administrator or of the individual teacher. Unfortunately, we do not find all school officials to be fully cooperative since they often view our activities as an infringement upon their personal grounds.

Many teachers may feel that their business is education only and in these instances they may not want to become involved in the counselling process. When we encounter these situations, we should educate the community with the idea that the school should play a vital role in developing the child's ability to fit into the overall community. We should not, however, minimize the teacher's problem. Since their aim is the best scholastic education for the greatest number of children they may feel, and with some justification, that they cannot jeopardize that end by the extra time and effort they may have to put in on a few isolated youngsters.

Let us briefly discuss the compulsory education law and the possibility that we may have over-emphasized compulsory attendance. Many times this may do more harm than it does good, especially if the school lacks an adequate and well rounded program. If we have youngsters who either mentally or emotionally are unable to compete in their class and to live up to general class

standards, very often frustration sets in on them or they just give up and surrender. The results are rebellion, truancy and consequent trouble.

We have the problem of the excessively bright student. If the school program is not sufficiently challenging to that youngster, then there is dissatisfaction, misdirected activity and again trouble. When you have a gifted child in trouble, you really have a problem on your hands, as you well know. This responsibility is undoubtedly a problem of school administration in that it is regarded as part of their program. They must judiciously administer the attendance laws, which means not exempting youngsters who really are capable and on the other hand not unduly forcing those who are not capable. The school is also responsible for providing an educational program not only for the average youngster but making available programs for the slow youngster such as those who are almost mentally retarded and also for the extremely bright and more capable children. The factors involved, of course, are more a school problem than our problem, but at the same time perhaps special classes should be available in vocational training. Another problem is related to the idle time that a youngster has when he is expelled or exempted from school. Many times schools have a tendency to give up and to exempt youngsters permanently when there is really some degree of capability in the youngster. In such cases there is at least a fair prospect, if properly handled, to correct the trouble and keep the youngster in school so that he can at least get something out of the program. Even if he were getting nothing personally out of the program by way of scholastic attainment, at least he would be living and operating in a controlled circumstances and would not be loose in the community with idle time on his hands. The school obviously should exercise care in suspending or excluding a child from school since we all recognize that idle time to a child often breeds trouble.

This brings us down to the necessity for additional opportunities for employment for these youngsters who are out of school. This involves various problems. In the first place, it may involve problems with your youth employment laws. If it does, I would be inclined to think that a study into the present adequacy of these laws might be indicated. As far as remedies are concerned, you may want to work with your legislators to attempt to accomplish that. Another possible problem as far as employment is concerned may be union antagonism. Another problem may be employer resistance in employing some of these youngsters. It might be possible to affirmatively seek the assistance and cooperation of labor organizations and representatives of the state agency concerned with employment to devise whatever methods they can in providing job opportunity for youngsters who fall into this category. Those who are exempt from school and who are not of the age to hold full time employment need help in fitting into the community.

We should consider the possibility of establishing what is commonly termed a coordinating council made up of all individuals involved and interested in youth as well as the parents of children who get into difficulties. The establishment of such a council might well be spearheaded by the probate judge. This council should have broad representation and should have representatives from all the school districts in your jurisdiction. Probation officers and youth rehabilitation counselors should certainly be on this council so that they can fit this into their program. This council should meet periodically to discuss common problems, relationships between agencies and methods of handling given situations. The council might well concern itself with devising methods of handling referrals to and from the court. I am thinking especially of setting down guide lines on the type of information that the court should have available from referral sources. Policies relating to exemption of children from the school program, which I have already discussed, might well be of concern to this council. Other concerns of the council should be the re-enrollment of youngsters who have been out of school because of their confinement to let's say the state industrial school. The methods of orienting the child's re-entry into society, so that it can be done as smoothly and with the least chance of difficulty on the part of the youngster should be studied. Methods of handling insipient behavior cases might also be of concern. The council should also be concerned with finding and, if necessary, developing new community resources. The police in the area should also be represented on this council under the auspices of the judge. Obviously the primary function of this council is a coordination of existing activities and a development of needed services. The coordinating council should incorporate both the education approach as well as the authoritarian and police approach.

One other matter relating to the police is the problem of issuing citations to youngsters instead of placing them under arrest when immediate detention is not necessary. In addition, you may want to consider the development of a central index. This obviously would necessitate close cooperation between police departments and probation officers. The central index would provide imme-

diate information to any agency or police authority who happens to come into contact with a given youngster.

Although I realize that in this area there is quite a lack of specialized services for the disturbed youngster, I would like to mention rather briefly something about what is called family centered therapy. This is where an agency sees the entire family in a treatment situation. In my own experience with such a service I have found it extremely useful. Some day you may, in your own area, have a service of this type and I sincerely hope that you avail yourselves of it.

GROUP DISCUSSION - Lewiston

Leaders: Judge Allen G. Norris, Professor John G. Milner, Judge Frances Sleep, Mr. Carl Boyd

JUDGE WOODWARD: What do you consider to be a good length of time for probation?

JUDGE NORRIS: This depends entirely on the individual case. You can't say there is a good or a bad time or a standard that can be fixed. It depends on the circumstances, needs, and the development of the individual youngster.

JUDGE STAPLETON: My experience has been to set longer periods of time than I intend to use. If during this probation period the youngster meets the requirements of his probation I cut it off, and in most instances the youngster is left with the feeling that he has accomplished something constructive.

JUDGE NORRIS: In placing the youngster on probation you are not really fixing a definite period of time other than that required by law, which is age 21. With my own youngsters I review their cases every 6 months often time to find that at the time of review the youngster can be discharged from probation or a wardship. However, If on the other hand you find that you are dealing with a true behavior problem, you may want to keep the youngster on probation for an additional period in an attempt to offer him services which will help him work through the problem.

JUDGE WOODWARD: My youngsters have to report every Saturday morning and give an account of their activities. I find it advisable to have both the parents and the youngster present at the time that the probation is explained. This helps to insure the possibility that all parties concerned understand what the probation is for and what we hope to accomplish.

JUDGE BEAR: I do virtually the same thing. Where the parents are given full control of the youngster, the youngster is supposed to do what the parents tell him. However, this does not remove them from the jurisdiction of the court.

JUDGE NORRIS: What you say makes sense, but the success of that type of probation depends upon the capabilities of the parents. If some of the youngster's problems have been with his parents, you may not accomplish too much by telling the child that he is on probation to his mother and father.

JUDGE BEAR: There are obviously many parents incapable of caring for their children and in these cases we should evaluate the situation further. However, there are really only three things to do. We can send the child to St. Anthony, give him back to his parents, or attempt to find someone else to give him to.

JERRY LA CELLE: We have often here in this group mentioned guidance and counselling programs. Wouldn't programs of this type be more valuable in the primary and elementary schools rather than in the senior and junior high schools?

PROFESSOR MILNER: The terms "guidance" and "counselling" in a school situation relate not to behavior but to education. The school social worker's role relates to behavior, and we have found that his effectiveness is greater when he works with a younger child. I personally feel that it would be advantageous to have a first grade youngster and his parents interviewed by a school social worker at the time the child enters school.

JUDGE NORRIS: Your suggestion might well be a good preventive solution. However, all teachers are not trained to recognize emotionally disturbed children. They are, however, in a position to observe all of the children in their classroom. If a teacher focuses undue attention and interest upon one child, this may do something to her relationship with the other children.

PROFESSOR MILNER: We certainly all agree that teachers play a vital role in our society. However, their primary role is education, and they cannot be expected to be experts in the area of recognizing the mentally ill or emotional disturbed.

GROUP DISCUSSION - Pocatello

Leaders: Judge Allen G. Norris, Professor John G. Milner, Judge Frances Sleep, Mr. John Harris.

The need for developing more adequate preventive programs within our school systems was discussed and it was brought out that within the Idaho education system there is only one school psychologist and no school social workers. Idaho is apparently one of last states to develop these preventive programs within their schools and it was generally agreed by the group that it would be extremely profitable for Idaho to develop such a service. Several of the judges expressed concern over the fact that many of the children brought before them "are the more intelligent in the school." Professor Milner pointed out that one of the functions of a school social work program is to "help the child stay in school, as well as to help him get the most out of his school experience." It was pointed out to the group by Judge Norris that the probate judges, because of their position in the community, could play a vital role in the development of school social work and school psychology programs.

Professor Milner was asked to describe the difference between a school guidance person and a school social worker. He pointed out that as a general rule the guidance person is more concerned with the development of curriculum, whereas the school social worker is concerned with the child's adjustment. In discussing the development of such services, it was felt that both programs of school guidance and counseling and of school social work could be developed only if the administrative structure was conducive to its development. Professor Milner pointed out that "if the administrative structure of the school is such that it is not sold on the need for a specialized service of this type, then it is so crippled that it serves no use."

The role of educators in the area of prevention came in for much discussion, and a question, "Do teachers have the opportunity of obtaining knowledge and recognizing emotional problems, and how to deal with them" was discussed. The teacher in her education obviously has courses in such studies as "Growth and Development, Mental Hygiene, etc.", but it was felt that these were probably rather inadequate and not intensive enough. It was suggested that inservice training for teachers in these areas could well be offered as a means of enlisting their assistance in preventing juvenile delinquency.

Mr. Harris discussed a project that Judge Benson has under way in his county and pointed out that this is a school for parents of delinquents and that professional staff from State Hospital South had made their services available to Judge Benson on request. Mr. Harris compared the work done by Judge Benson with a study that was conducted in Detroit, Michigan. In that study the parents of delinquent children meet weekly with a juvenile court judge who had enlisted the aid of professional social workers, psychologists, psychiatrists, ministers, etc. The meetings started with a film and at the completion of the film the group had a coffee break. Then the group broke into "buzz sessions" which lasted one hour. Each group had assigned to it a professional staff person who acted as chairman. Parents attending these sessions felt that they were extremely profitable.

PSYCHIATRIC TREATMENT OF THE JUVENILE OFFENDER

Myrick W. Pullen, M.D.

When we deal with the psychiatric treatment of the juvenile offender, it is not so special or different from the psychiatric treatment of any other type of a mental illness. The tendencies are that if a person is in emotional difficulty he either goes in the direction of delinquency or mental illness. There are exceptions in the manner of treatment and it would be a rare occasion when you would use treatment such as insulin or electric shock therapy for the delinquent. I do not know of cases where you would use these unless it so happened that the individual was suffering with some mental illness and his delinquent behavior was a result of the mental illness rather than of some other emotional reaction.

With reference to the juvenile offender, it is a good thing to recognize that the offender himself usually has a better chance for recovery than the mentally ill person. This is not necessarily true in cases of the hardened criminals, but is particularly true in terms of juveniles. There is something healthy about their ability to react to the stresses and strains of emotional problems in the way they do. An individual who becomes peculiar in his behavior and becomes mentally ill because of stresses and strains of his environment, or who withdraws, becomes depressed and feels other people are talking about him, usually does not have as good an outlook as the delinquent. This is particularly true in psychiatry that the younger the person is when he breaks down with mental illness the less optimistic is the outcome.

One of the earlier speakers gave his opinion of dementia praecox. As far as I am concerned, his description of this illness is still a very good one. Despite the fact that we now use new terms for dementia praecox and call it "solid gold schizophrenia," it all boils down to the fact that an individual that breaks down during the process of maturing sexually usually has a very poor outlook, so it is the same sort of process. An individual who is delinquent is responding to his stresses and strains by trying to do something about the situation. We recognize that the thing he is trying to do is not always constructive. In many instances it may be very destructive to other people, and to a degree, may be self destructive.

Psychiatric treatment for juveniles has to begin with an adequate evaluation of the problem. The diagnosis many times is of little importance. I have been interested in understanding "why," rather than being able to pigeon hole an individual into something like "passive aggressive personality," "immature personality," sexual deviation" or something of this nature. The border lines between these diagnostic categories are exceedingly fuzzy. Whether you call it one thing or another usually leads to an argument even among very competent psychiatrists, and for this reason I think that a diagnostic category, as far as sending a report to the court is concerned, would be useless.

From the standpoint of the psychiatric team, the diagnosis is soon forgotten. We handle the problem in this way because the problems are thus and so. The evaluation of the patient, as well as the processes of the patient, depends on something that is called the psychiatric team. The team approach is a very sound one and in my experience it works very well. This team consists of social workers, psychologists and psychiatrists. Each one of the individuals on the team plays his own particular part in the evaluation of the problem. The team is necessary in terms of each gathering his own data and sharing it with the other members of the team so that there can be a summation of the total problem from three different points of view. From this we can evaluate the situation accurately.

Each members of the team brings special skills into the treatment process. The social worker studies the home situation, the environment and the background from which the offender comes and analyzes the parental attitude and the feelings of the family members toward the offender. Later it is important for the social worker to interpret to the family the meaning of the behavior of the individual in question-so as to help understand how to deal with the problems involved.

The role of the psychologist is to do psychological testing and in some instances he does things like individual and group therapy. The psychologist has some very unique things to offer, such as evaluating the patient's intelligence. He tries to find out if the individual might be doing poorly in school because of a low I.Q., in which case we would not approach the child in the same way as we would if he had a high I.Q. It is possible that a person may have a high I.Q. and still do poorly in school and I have seen instances where in people with low I.Q.s have done remarkably well in school because they applied themselves. The psychologist, with his diagnostic skill,

is also important in the evaluating of patients suspected of having brain damage. However, some cases of brain damage are hard to detect even with the psychologist's tools. I respect the psychologist's abilities and skills in the matter of evaluating brain damage because some of the medical tools are not as sensitive as the tools the psychologist has at his disposal. The psychologist also evaluates the basic character structure of the individual and his emotional adjustment.

The role of the psychiatrist is that of the coordinator or leader of the group. As a physician first, it is his responsibility to evaluate the physical condition of the patient. This includes the neurological examination which is an examination of the nervous system to find out if there is any brain damage. If there is evidence of brain disorder, the psychiatrist will order skull x-rays to be taken to see if there is a possibility of brain tumor or some other condition. He will also request a brain wave test which tells if there is localized damage to the brain. This is not the most accurate of tools, but it will point out the presence of epilepsy.

A psychiatric evaluation can be done in two ways. In an outpatient clinic, or in a hospital if hospitalization is required. A lot depends on the need to observe the patient over a long period of time. Many times you cannot establish in one short interview enough of a relationship with the patient to be able to give an accurate evaluation. You have to gain the confidence of the patient before you can get a lot of the needed information.

After establishing some knowledge of why this patient is behaving this way and it is decided what the nature of the problem is, then the patient is referred to one of two types of treatment depending upon the findings. The treatment would be group therapy or individual psychotherapy. Group therapy has some very real assets and I am impressed with the results of group therapy. It has the advantage that it does not require as much time, as you can put several people in a room and work on them simultaneously. In this way we conserve resources. You allow people to discuss their problems with a group leader while the leader helps the individuals understand what they are doing and why they are doing something in a particular way. It has the advantage of several individuals sharing the same sort of problem and getting some emotional support from each other. They do not feel that they are being looked down on by the other members of the group and develop a feeling of identification with one another. In many cases, unless the group leader handles this skillfully, he will be left on the outside, with little being accomplished.

Individual therapy is used and has the advantage that some patients advance more rapidly through this treatment process. This is more of a one to one ratio and provides for a more intensive study of the problem. There is not the emotional support from the group and there may be a reluctance to bring out certain material in individual therapy. In some instances it is advisable to use both types of treatment.

The patient under any type of treatment is evaluated periodically by the psychiatric team. There is a report presented to the teams stating what progress the individual is making and how he is relating to his treatment, etc.

The role of the social worker is to do casework with the family. This includes interpreting to the family the meaning of the behavior of the child and to help them understand how the delinquent is feeling so they do not take on the attitude of blaming the person. This therapeutic process gives emotional support to the offender and gives the person under therapy something to identify with. It gives him a feeling of being important enough to be worthy of this sort of treatment. He has felt that he has been ignored by others, including his parents, and this acceptance helps him in the treatment process.

I am impressed that there is a great deal of therapy, in a sense, going on in the court. There is recognition of the importance of these things and the part they play in the emotional well being of the individual. Like group therapy, it gives the individual a better understanding of himself. Many of us do things we do not understand. Setting realistic goals, by the court, for a delinquent person is very important.

Judges feel, without exception, that many of the laws we have today are not very usable. How much pressure are we bringing to bear on the legislature to change these laws? We step on personal rights and freedoms but then most of our laws are written for the people who are not behaving anyway. There would be no reason to have a law against burglary if no one committed burglaries. Laws with reference to marriage should be revised. This would include making the requirements for marriage more rigid. Young people go into marriage with the idea that this is an easy way to have sexual pleasures without too many responsibilities. Even though we may have a

problem with illegitimacy by making marriage more strict, we would probably be better off because these children could be adopted into homes where they would be loved and wanted. We have to be realistic about this situation. It is well to follow the dictates of conscience with reference to some of these problems. Isn't it much more realistic to try to adhere our legal systems to things that are workable rather than things that are idealistic? We should make more meaningful what marriage really is about, because out of marriage we want to produce healthy, happy children who will be real worth while citizens of tomorrow.

There is too much emphasis on the pleasures of marriage and too little emphasis on the responsibilities that go with marriage. It is like the delinquent who is in a group where it is acceptable within this minority to steal and if you don't steal you are an outcast. If we could do this on a national level and take our responsibility as parents very seriously, and take credit and feel good about being good parents, as we do about having a new automobile every year, we would be a lot better off in the end.

GROUP DISCUSSION — Lewiston

Leaders: Dr. Myrick Pullen, Judge Allen G. Norris, Judge Winston L. Benson

JUDGE SLEEP: Dr. Pullen, do you have any ideas as to how we can combat the hucksters? In my opinion they have not only played up the car idea but everything else.

DR. PULLEN: I am a psychiatrist and as such I feel extremely incompetent in trying to answer your question. There may, however, be effective methods of combatting the hucksters. Petitions and resolutions are one method since advertisers pay attention to these things. There are also laws and if you find things that are falsely represented and promoted, you can complain to the proper authority.

JUDGE BEAR: It seems to me that one of the basic problems is competition, not only in business, but among families. In some instances people buy so many things that they don't have anything left over, including time, to care for their children. People want to "Keep up with the Joneses" and about the time they catch up with the Joneses the Joneses refinance and they are farther behind.

PROFESSOR MILNER: Our system of values has shifted. When I was a youngster your worth as a person was measured in how much you owned — how much money you had in the bank — and how many pennies you put into your piggy bank. The value system has shifted now to one of how much you spend. An individual who earns little finds it difficult to feel important, and this is the reason that certain professions of service to humanity do not pay well, and therefore have little respect in our society. The school teacher is not really a respected person in our country, yet in European countries the teacher is above the doctors and lawyers. Our value system to say the least is quite different, and who is to say whether it is better or worse?

JUDGE NORRIS: In dealing with the constitutional rights of individuals in our courts, I recall that Abraham Lincoln made the statement — "Above the constitution and the law of the land comes the law of reason." I wonder if we shouldn't exercise that theory a little more in our court rooms. The children should be looked upon not only from the physical point of view, but from the emotional and spiritual standpoint as well, and I might say that nothing has been said thus far about the spiritual side of it. I personally feel that a boy or girl who lacks church activity is losing part of his character. There seems to be a part there that is not being developed. I believe in asking many youngsters to go to church. I don't sentence them to do so, but I make a point of telling them that if they don't go to church they are missing a development in character that they should get.

JUDGE MacDONALD: We may seem to neglect or overlook the spiritual aspect in our presentations, but I have that factor in mind in commenting upon the necessity for good moral standards.

JUDGE BENSON: The Sunday School teachers can do a lot of good in eliminating these problems.

PROFESSOR MILNER: That could well be a community resource.

RAY WOOTTON: I agree that it might be a resource, but in many instances by asking ministers, priests and bishops, as well as Sunday School teachers, to work with these youths, we may be doing them a disfavor. Whenever we use these people as a community resource, we should bear in mind that each individual situation has to be analyzed.

JUDGE MacDONALD: I agree since many of the youngsters who come to us are not associated with any religion. I find this problem to be quite true in my own area. The majority of parents of delinquent youngsters have no religious affiliation and this really complicates the problem.

DR. PULLEN: It is a normal psychological process that the child likes to identify with his parents, and if the parents attend church there is a desire on the part of the child to go to church. However, if the parents are not interested in church and if the father does not feel this is important, then you could add to the conflict rather than solve it.

JUDGE BEAR: Many times parents tend to confuse their children because they say "Do as I say, not as I do." Parents do little things which can have an impact on the reactions of their children.

As an example, we can use the vehicle laws. Many parents brag about the fact that they continually drive over the speed limit. They also brag about shooting more wild game than they are legally entitled to. The child is obviously aware of what is happening. It seems to me that one of our responsibilities is to impress on parents their responsibilities as parents.

DR. PULLEN: It seems to me that what you say makes more sense than what we are actually doing. We should make it tougher for people to get married, since I personally feel that many individuals who get married have no idea or concept of what are the responsibilities of marriage.

RAY WOOTTON: Shouldn't we go back even farther than that — back to the schools and religious organizations — and attempt to have a teaching process go on there? We can't wait until a person gets married to attempt to give him a short course on sex education and expect him to become a good parent.

DR. PULLEN: Your comments are certainly worthwhile, and I have wondered if it goes far enough if we attempt to teach only the responsibilities of parenthood and proper attitudes towards sex. The total responsibilities of parenthood are of critical importance and I only wish that there were some way of teaching youngsters to become adequate parents.

JUDGE NORRIS: Maybe we should have a premarital court. This might be one of the finest things that we could do. Maybe we should have a required class prior to allowing persons to get married. What I am saying is that we should put them through a short course which would hopefully prepare them for the responsibilities of parenthood.

PSYCHIATRIC TREATMENT OF THE JUVENILE OFFENDER

S. Wayne Smith, M.D.

Psychiatric treatment means a medical form of treatment. It rests on the principles followed in other fields of medicine, that is, one must understand the cause to attempt to be specific about the treatment.

In my previous paper on the dynamics on the cause of juvenile delinquency, or the offenders, my feeling was that as described it was first a generalized and second a specific problem. The conditions of the world, the culture in which people live, as stated, have some affect on the behavior of humans. I will limit my remarks to the culture in which we live; that is, the Judeo-Christian, caucasian group with reference to the United States.

We must begin our treatment then, in the strengthening of the general national community and family organization. We must have an idea of the purpose we as individuals have, in regards to each other, our communities and country. We need to teach what has been called many times "old-fashioned Americanism" and that is the idea of making decisions, being responsible for one's self and going about through freedom of choice to better one's self and one's family, community, etc. We must have a belief in the common dignity of man — that he is not an animal, that he is far above and set apart from the animal world, that he does have a particular and specific place. That is to bring about things for his enjoyment and happiness and general well-being. This means then we must consider others as we would consider ourselves, and that just following the Golden Rule, "Do unto others as you would have them do unto you" would be a big benefit in helping individuals to find security.

They must have an idea that this power that governs the universe, this influence, this god, has some relationship to them, and that they may have an opportunity to become more perfect by obeying principles that have been laid down to us by the head of the Christian movement, Jesus Christ, or the principles found in the Old Testament in how to deal with one another. We must believe that we have a right to freedom of speech, the right to own property and dispose of it, the right to work for ourselves and our families. The individual's worth is great and his duty comes to himself and his family, then to the state or organization to which he belongs; not vice versa.

We must have and find better ways of dealing with our social problems. For example, the alcoholic problem in the country, the effect it has on homes and families and the trouble and pain that results from abuse of this privilege. We must learn to use the benefits that science has advised us to use, such as the laws of health, even in the areas of learning to understand driving automobiles, etc. If we could understand these better, perhaps there would be fewer people killed on the highways. We must continue to work for ourselves and not give this responsibility to the father figure — the government; the less the government does for us the better off we will be because we need to work for ourselves and assume this responsibility. With the giving away of these responsibilities comes moral decay and eventually the loss of our civilization. I mean by this that we must not give in to all our sensual, material and physical needs, but that we must use them wisely; keep the idea, "the worthwhileness of men." Heads of families can keep healthier, happier, family units together.

Anything we can do to prevent families, fathers and mothers from being taken away from their children by divorce, death, desertion, will be of help and benefit to the prevention of juvenile delinquency. Some of this can be done in the churches by teaching them the virtues and moral responsibilities of life. This can be done through service clubs, by their standing for higher ideals, such as the Rotary Club's four way test indicating, 1. is it the truth, 2. is it fair to all concerned, 3. will it build good will and better friendships, and 4. will it be beneficial to all concerned. Another place families can be benefited is through the schools, by teaching children how to read and write. Many of the causes of delinquency have their beginnings in feeling out of place in the school. This is an area that we certainly must look into very diligently and come up with the best ideas in education. Reading is so basic and fundamental to everything that the child learns that if this is poorly developed then he has a very poor start in the rest of his school time.

Before one can follow specifically the course of treatment one must know the causes of the problem. Therefore it is necessary that in dealing with these cases a thorough social or case history be done on the family as well as the offender. Social workers can be a big help in follow up dealings with the family. It is well to have a psychiatric evaluation on the offenders, and if neces-

sary, the use of various psychological tests to find indications of the different facets of the personality.

I think one of the things we find most common in the juvenile delinquent is that the person is an aggressive, angry, hostile individual who is trying to hurt those in authority, especially the parents, and indirectly himself. Sometimes one sees the need of these juveniles to be punished, but many times they do not do acts to bring punishment on themselves, or even their parents, but they are impulsive and have not learned to restrict themselves or to control themselves in situations, and they find themselves in trouble without thinking or knowing how it came about.

Some of these children seem to be trying to prove to themselves that their parents are loving and kind and will rescue them no matter under what circumstances. They seem to be testing and wanting their family to come to the rescue and get them out of their various difficulties.

We see also in these children the feeling that they are worthless, that they are good for nothing; this feeling can come as a result of many things. Sometimes the parents are never satisfied with the child's performance, other times the parents are degrading and running them down, telling them they are no good, bad. Other times they themselves feel bad because they have done bad things and because they are bad, they feel there is no hope for themselves; and therefore they have little regard or care what happens to them. This type of children, rather flat in affect, seem to show no feeling about the situation that they find themselves in. Others, as a result of mental sickness, psychosis, etc., perform delinquent acts, dissocial and antisocial behavior. These children's problems are based on their sickness and must be treated for their sickness. Other children have physical illnesses, although these may seem to be not very extensive. Some juveniles react following epileptic seizures or have mild forms of epilepsy which interfere with their train of thinking and keep them from learning in school. Thus they gradually fail in school and perhaps become delinquent. These types of cases must be found and treated for their medical problem as well as their social problem.

Many times we see juvenile delinquents who have a rich fantasy life; they are living mainly in their thoughts and paying little attention to what is going on around them. Therefore their actions and thoughts seem somewhat out of step with the reality situation; this sometimes is due to immaturity; sometimes due to their type of personality, and maybe bordering on a mental sickness. These cases need to be taught reality and help them to see what is going on. Gradually teach them to face their environment.

The public offenders or juvenile delinquents many times cannot be treated the same way as other psychiatric cases. They usually do not respond to permissiveness and ignoring the facts by the therapist, etc. Usually they have to be confronted with the reality of the situation and this must be made clear to them; many times it has to be repeated and repeated before the person can see the real situation.

Psychiatrist Melitta Schmideberg of New York City has been treating offenders and she has several points that she makes. Dr. Schmideberg has stated that the offenders and the psychiatric cases are poles apart and I am quoting her. "*First* the disturbance of the neurotic concerns only himself or his family. The disturbance of the offender concerns society at large. *Second*, the neurotic suffers. The offender causes others to suffer. *Third*, the neurotic wants to change, the offender reports for treatment only under pressure. *Fourth*, the neurotic is inhibited, he thinks too much and acts too little; the offender is impulsive and thinks too little about consequences. *Fifth*, the neurotic patient is typically a member of the middle class; the delinquent is typically poor and uneducated. *Sixth*, the neurotic tends to be honest, punctual, reliable in his appointments and ready to make sacrifices; the offender is unreliable, dishonest, reluctant to work and not likely to pay for treatment. *Seventh*, in the treatment of neurotics, the great danger is stalemate — too little happens. The progress of the offender's case is marked by crises and social legal complications; too much happens. *Eighth*, neurotics are socially oriented, often over-conscientious; offenders are anti-social and lack self-control. *Ninth*, therapeutic methods applicable to neurotics fail with offenders." She goes on to state, "The ultimate task is to re-educate and socialize the patients rather than to relieve them of inner tensions. The immediate task is to keep him out of jail, not to establish rapport." She states that diagnostically the majority are psychotic, near-psychotic, psychopathic or just anti-social. They have failed to socialize. She also found that those with an I.Q. of under 70 responded and gained considerably after reading instruction and therapy. Dr. Schmideberg states that 25% of offenders

would benefit from psychotherapy administered as an adjunct to legal and penal procedures. The first thing is to stop their law breaking and the second is to help them find a place in society.

Dr. Schmideberg stated that the problem of treating juvenile delinquents is as follows:

They are adolescents — the most difficult group to reach and particularly given to flare ups and dangerous impulsive acting out. They belong mostly to the poor socio-economic classes and even if their offenses are not the direct outcome of poverty, social conditions have fashioned their mentality and reactions. They live under much greater pressures, are given less lee-way for their abnormality, have fewer chances for sublimation and education, may be exposed to gang pressures or drug traffic. The middle class therapist has less understanding of their mentality and problems and may veer between sentimentalization and dismissing harsh realities as resistance.

The law is involved — a temporary relapse or acting out in the case of a neurotic only means a quarrel at home or a passing depression, while with the delinquent it may lead to a serious offense for which he may get a jail sentence for several years.

The juvenile delinquents usually come from broken homes, undesirable homes and little co-operation can be expected from the family.

They are openly anti-social and irresponsible, uncooperative in treatment, irregular in attendance, defiant, insincere, ready to take advantage of the therapist.

They are also anti-social by default. They have often failed to acquire the most elementary education. Some cannot even read, lack perseverance, or are unaccustomed to steady effort, cannot tolerate delay, expect inordinate praise, are always ready to pick quarrels, to feel exploited or hurt, or unwilling or unable to get and hold a job. Dr. Schmideberg goes on to state we must know how to talk to a poor boy, understand the mentality of delinquents, the social background, the likely legal consequences, and other matters.

The therapist must be active, but must not condone the delinquent. Sometimes just a shade too much sympathy is enough to encourage law breaking. In establishing a relationship we must go down to the patient's level or we will have no contact, but if we go too far in this respect we will fail to socialize him. Offenders come only under pressure and the therapist must gradually turn the enforced relationship into a genuine one. Motivate and constantly remotivate the unwilling patient. We must explain treatment to him in such concrete terms as he is likely to understand that it may help him to keep out of trouble, and help him to get a better job, etc.

Give practical help and advice when necessary and desirable, but see that the patient does not outmaneuver the therapist.

Evoke emotions rather than discuss them. This type of patient is not used to paying attention to his mental reactions, and is not interested in psychology except in slogans which he can exploit as excuses.

Utilize his emotions, apprehensions, attachments, the pressure in his life situation, and if necessary create such pressures to stop law breaking and initiate social behavior. Some psychiatrists feel that they should be whole-heartedly on the side of the patient. This is neither possible nor desirable with delinquents. We must be sufficiently on their side to establish a relationship, but our foremost aim is to socialize them. Therapy should be individualized but essentially be community oriented. We must feel that in socializing him we are doing something for him, and not against him, and have a positive social philosophy. It is impressive to see how much happier the patient is when he ceases to be an outcast.

Make the patient educable and gradually educate him, make him treatable and gradually treat him. Handle the family.

Cooperate with the probation officer. The above information was taken from a paper in International Research Newsletter in Mental Health, Volumes I, No. 2 and 3, October 1959 by Dr. Schmideberg, and also from a paper, Factor, Volume I No. 3, February 1960 by Dr. Schmideberg.

So, in treating these offenders we must consider that they have committed legal offenses and that these offenses are expressions of their irresponsible attitude. They usually have poor social

values, an under-developed conscience, and are impulsive or they have little self control. Again, according to Doctor Schmideberg to treat these patients we must *first* help them to develop social values and attitudes, and to increase self control. *Second* to stop law breaking activities and make the offender more responsible. *Third*, to improve his working ability and personal relationship. Once he becomes, sometimes for the first time, part of his family or community, in a real sense he will feel happier and the extremes of despair and loneliness will cease. *Fourth*, to teach him to find satisfaction in socially acceptable ways and to tolerate some delay and frustration. *Fifth*, to diminish the pressure on him from unfavorable family and social situations, and/or enable him to cope with it. Often, however, the pressure on him should be changed rather than eliminated, and getting him a socialized direction. For example, make him take a job, assume and hold responsibilities, etc. *Sixth*, to help him be given a second, third or even fourth chance by the community, while he himself is changing, so that he can use this new opportunity to advantage. Sometimes a change of school or neighborhood is required to accomplish this. *Seventh*, to socialize the offender we must ourselves accept our society and its justice, even though we may remain critical of some of its aspects. And, we must be able to understand the patient, at least not condemn him entirely, but be able to see his point of view even though it be irrational. Most offenders are little impressed with moral arguments. Probably one of the best approaches is to tell the offender that the therapist will keep them out of trouble if they will stay out of trouble while they are under treatment. Once the person acts better, works better and learns to stay out of trouble, he begins to get satisfaction from behaving socially and he feels he has a sense of belonging to the community. It helps to further socialize him.

It is necessary for someone close to the public offender or juvenile delinquent to be a law abiding person because the attachments in the beginning are very shallow and they are selfish, unreliable but gradually they begin to allow themselves to strengthen their relationship. This indifference and hostility, etc., is a mask usually for the juvenile delinquent's feelings of despair and hopelessness. Therefore, we must give them the immediate help and anticipate as much as possible the troubles which lie ahead of the juvenile and help him to make the right adjustments to this. Dr. Schmideberg goes on and states that as the treatment progresses the therapist attempts to combine with fear the more positive emotions of hope, courage and sympathy and to develop in the patient a sense of responsibility. As he stands by, the patient gains sometimes for the first time in his life, a trust and confidence in himself and in another person. By helping him with his problems the therapist builds a relationship, and the relationship helps the patient to accept sensible advice and to identify in a desirable manner. The above abstracts were taken from the New York Journal of Medicine, Volume 15, No. 24, December 20, 1959.

In summary then, the treatment of the juvenile delinquent or the public offender is not a routine psychiatric treatment problem, but requires a special understanding of the problem, all the factors, culturally, socially, individually and especially the relationship of the offender, delinquent, to the family. The therapist must be reality-oriented at all times and the main problem is to keep the patient from getting into any more trouble, if possible. Usually treatment situations require a somewhat structured environment; there is some chance, however, of dealing with these problems on an out-patient basis. Many times it has to be done in a rather special setting, and an institution is needed in some cases. Some therapy can be done even in jail, providing the right approach and understanding of the problem is present.

People who can be of great help in the treatment of juvenile delinquents are a psychiatrically-oriented social worker, a tolerant judge, a good, psychiatrically-oriented probation officer and perhaps some special work in the educational field, such as remedial reading and special tutoring in fields to improve the juvenile delinquent so he will feel like he can assume his place with the rest of his classmates.

The psychiatrist can treat physical and other medical problems as the need arises. Recreation in the form of mixed groups, such as dancing, socials, picnics, etc. Individual help in areas where the delinquent may be interested, such as drama, speech, vocational schools, church organizations.

It would appear then the problem seems to be more of a social one. We must use all our resources to prevent delinquency, then help remedy it with all aides at our command.

GROUP DISCUSSION - Pocatello

Leaders: Judge Winston L. Benson, Dr. S. Wayne Smith, Judge Allen G. Norris

This final group discussion brought forth several statements to the effect that the workshop was felt to have been extremely beneficial and worthwhile. It was pointed out by Judge Benson that in many instances much more is lost through indecision rather than through non-decision. He felt that it would be worthwhile for a probate judge to do something in each and every situation rather than to sit idly by and wait for things to come to him. "We must assume responsibility in doing something for ourselves. I feel that all of us have obtained some good suggestions from these workshops and now we must return to our communities and attempt to implement them," Judge Benson state.

Professor Milner pointed out that in dealing with the delinquent element of a community, the community itself has a tendency to expect too much from the delinquent group. He stated, "We expect much more from them than we do from the non-delinquents. All persons have a need to vent their emotions, and society needs to find satisfactory aggressive outlets for all of its citizens, especially the delinquent." The group, in discussing this, felt that even though a delinquent must be controlled in his behavior, the community authority figures need to be flexible enough to allow him to express his feelings. Professor Milner cited several examples and added, "Throughout the United States we set aside special holidays and certain people do certain things on these holidays. In these situations we almost get the feeling that society is allowing people to look forward to a little sin, even if it amounts to leaving one's job for a day."

In speaking of prevention, the group felt that the probate judges as a group were in a position to point out to parents their role in setting limits for their children. It was indicated that children need limits set for them, and that when these limits are not set down that the youngster is "headed for trouble." Judge Norris cited an example overindulgence, where he described situations in which parents attempted to meet their children's every demand without question or without considering what the child was actually asking. He added, "When you have youngsters you can meet many of their demands, but when these same children grow up and become teen-agers, their demands become increasingly difficult to meet. If by the time they reach teen-age you have been unable to set limitations or to occasionally deny them a wish, they will be confused about your attitude and may well act out against society in an attempt to get even with their parents."

Judge Sleep described several community rehabilitation programs that she had been instrumental in establishing in her area. She pointed out that the communities set up a controlled and supervised boxing program, and when this was in the process of being established she found that in their area they had a professional boxer who took an interest in the program and since its inception has worked with it. Several other similar examples were cited and it was pointed out that when dealing with delinquents a good question to ask them might be, "What does your community mean to you?" In discussing this with the delinquent, it was felt advisable to give him back some responsibility in terms of pointing out to him that as a teen-ager he has a responsibility for setting standards for younger children. One judge pointed out that she has certain selected delinquents go on night patrol with the state patrolman so that he could see law enforcement "from the other side of the windshield."

SUMMARY OF TWO-DAY WORKSHOP

Professor John G. Milner

The content and response was much the same in the meetings at Lewiston and here at Pocatello. One thing that impressed me in both places is the fact that you have such a cooperative attitude, a desire and a willingness to share responsibility for handling problems that are classified as delinquency problems and that you are willing to work with others and to use others in a relationship with them in trying to reach some resolution to problems.

During these meetings we have recognized all along, by the examples you've given, by the way you've talked about youngsters and their families, etc., the need for warm, accepting, human kinds of qualities of working in an attempt to solve human problems, and that you have and do use these qualities. At the same time we have recognized the need for scientific and technical knowledge in working with people. The title of one book written by Bruno Bettelheim of the Orthogenic School at the University of Chicago is "Love is not Enough." It is good to feel warmly for children, but we also need some know-how in working with them.

The respect that you have for the child in trouble and the respect that you have for the families of children I thought was very evident in the meeting. It was so interesting to me that in both areas of the State, you were seeking an understanding of the problem of the persons who are involved in the problem rather than tending to blame. We are not justified in ever placing blame any place unless the reasons are intentional on the part of the person we blame. So often when you meet with groups and discuss the subject we have considered, there is a great tendency to blame parents particularly, or to blame the judge or to blame the police or to blame someone. Most people are trying very hard not to cause delinquency. Understanding is essentially the thing we need and it is this that gives us a basis for working with people.

We talked some about the two major responsibilities in correctional work. These were essentially the protection of the community and the protection of the child and the child's family. I must say that it is awfully important that we think of these in relation to one another because you do not help a community unless you are protective of the youngster and his family and recognize their rights as human beings. At the same time you cannot help a delinquent child unless you also consider the community. There was a gap for a long time between people in the treatment field and people in the courts in this regard. The courts tend to identify completely with community, in that we must do something to this child to make him pay to the community and to protect the community. In these kinds of identification we do not help people. That the youngsters and their families belong to a community and are a part of it needs to be recognized in whatever we do

We talked about the importances of authority and the thing I sensed is that you are not afraid to be people in authority or to use this authority. When you use judgment and human qualities in carrying out your role of authority, and this is true in all our disciplines, it is very important that you earn your authority by right of your capability and your knowledge. Ideally, any person in authority has both these kinds of qualities. You really cannot work as a policeman unless you also have a talent for the work and a skill in it, or can you work as a judge unless you have the same qualities. Part of the respect you earn from other people is through your ability to do your job. It needs to always be recognized that people in treatment do not usually have legal authority nor constitute a type of authority. You have to work from the standpoint of earning a place of authority in the mind of the child. Just as the physician becomes an authority to a family that has physical illness. He may say, "You must not smoke any more" or "you must not take a drink," and they obey him. Not because he has any authority over them but because they respect his knowledge and sense that he cares about them enough to want them to be good in these ways. So much of the work with correctional cases needs to carry that side of authority.

We heard an excellent discussion of some of the theories about human personality. You heard some of the comparative theories and this essentially recognized that in the growth and development of a child there is a continuity—that there is a continuum that the type of personality an individual develops starts right in the very beginning of life and that the seeds for delinquency can occur early in the life of a child in the way he is cared for by the mother. This is when the child develops his sense of trust. Trust is very basic in human relationships and so many delinquents have no trust in human beings. This lack of trust in their personality pattern essentially starts early in life and gets built on in the other experiences that they have during this life.

The development of a conscience in a child is something that is gradual. First it comes

from outside the child, from the people who care for him and have authority over him like parents. They are the ones who teach him right and wrong, and who in essence reinforce the sense of right and wrong from outside. As this youngster grows this kind of conscience starts to get incorporated in him so that by the time he reaches maturity, if he is a social being getting along with other humans, his conscience is inside of him rather than outside. We tend to be good essentially because we want to be good. Our feeling right about doing good things is something in us that has to be automatic. The delinquent youngster so often has not incorporated a good conscience structure on the inside. He relies on outside people to tell him right from wrong and to guide him along the way. Part of his treatment must be to help him start to incorporate an inside conscience in himself because no human can really control another person's life. You have to rely on the conscience you have within you. We have talked about the way this is developed through family relationships, church relationships and school relationships and how little by little this is fed and nourished in the child. The important thing is that the child gets this outside assistance in consistent ways. Today's child so often gets such an inconsistent picture of what is a conscience that they do not know which one to choose for themselves. Each individual has his own kind of conscience and it has to serve his own needs as well as satisfy himself and other human beings in order to get along in society.

Our conscience is not an easy thing to use because most people act much more on the basis of how they feel at a particular time than on the basis of what they know and think. Most behavior comes from a feeling level. Our feeling right about things, our hunch so to speak, is the thing that makes us conform or not conform. Much of the help we give to a youngster should be in changing his feelings rather than just educating him as to what is right and wrong. This needs to be done little by little.

We talked quite a little about the importance of early identification of the potential delinquent. I think this ties in with the theory that the sooner you learn that a child is not getting what he needs in personality development, particularly in the area of conscience structure, that it is important to step in and do something if at all possible. It is very difficult to begin working with children much before school age because families have the sanctity of their home and the privacy of their lives and we do not usually learn about these children until they start to school. Yet, these early years are probably more important in personality development of the child than any of the years afterwards, these are the very important years. We need to do more to reach parents before their children reach school age through community education and the maintenance of good community standards that are examples that are good for families.

You talked about the creative ways of working and I thought some wonderful practical examples came out in the way you solved the many different kinds of problems. I want to point up one thing, however, that these ways of working are very effective with most delinquents but you are bound to run into some who cannot respond to these practical ways. These are the ones who essentially need psychiatric and special help from outside. They do not have the capacity to take hold of these opportunities for rehabilitation that you mentioned and as a result you can get discouraged when they do not respond. It can break your heart sometimes when you try so hard and fail. Some youngsters are just too damaged by the time you see them to be able to respond to the methods of treatment that you have available for them. You feel discouragement and sometimes think "I won't do it with any others then." The important thing is to recognize that there are different kinds of delinquents. We need to recognize that there is no such thing as a true delinquent type but that there are many categories and degrees within the area of delinquency.

We talked of the importance of involving communities in what we do and about the responsibility the community has in causing and preventing problems of delinquency. We also emphasized the responsibility of all agencies working together in the solution of delinquency problems. We particularly pointed out the need for organizational leadership in community planning. We talked about you people as the potential active leaders in the community. We talked some of the development of new kinds of programs for delinquency control and the expansion of already existing programs.

We had some discussion of treatment methods and I think we recognize the importance of designing these and using them appropriately in given cases. Some treatment needs to be highly individualized. Some treatment can be done with groups of youngsters and some falls in the area of what is environmental treatment, that is of improving the communities where children live. Some treatment involves working with families in their own homes at times, of offering institutional care that has value to children and of offering foster home care. We talked some of educational methods in treatment through the teaching of values to children through educational means which could come from the parents, from the school and from the community in general.

We discussed another type of treatment which was essentially psychological or psychotherapy

as such, and here we recognize that many of the problems of youngsters stem from inside themselves. Children's problems are not all externally caused and that pressures can be placed upon an individual child both externally and internally and in most instances they come from both directions. There is reaction to stresses from outside as well as from within the youngster.

I thought that one very important point in the discussion of the kinds of treatment was that it has to be done in a relationship with the particular child. I think we can think about this relationship superficially and not quite understand what a professional relationship with a child involves. In therapeutic treatment, we come much closer to the intimate side of children by involving them in the responsibility for their own problems. With the delinquents it is most difficult to establish and maintain a treatment relationship, particularly the kinds of delinquent who have character disorders and are often resistive to any kind of adult relationship or sometimes to any relationship. They suspect you and are very on guard against anyone who reaches out to help them in any way. When you reach out to help change them, they are frightened because their only adjustment to life is by behaving the way they are behaving. This is their way of adjusting and they adapted themselves to function in their particular manner. To ask them to basically change their way of life is a very threatening thing to them and they can only do this in relation to someone they start to feel they like and trust a little which has to be a very gradual process. This is the reason it takes a long time to treat certain kinds of delinquents. As long as they are punished and are treated in the role that they have established for themselves in life they will not move out of this and they hold tenaciously to this pattern. Some wonderful things have been done with these kids but it must be recognized that this takes a particular knowledge and skill obtained through professional training.

I want to emphasize again that the symptom, or the misbehavior that a child commits, is not necessarily an indication of his ability to change. Children who have been in extremely serious difficulty can come around in very responsible ways and change their way of life. Some times youngsters who have been involved in just petty difficulties are the most difficult to treat or to change.

I thought as a group you were looking for specific answers to problems and possibly more specific answers than you have been given. And I can only say that meetings such as these can serve more to help you think about what you do than to give you definite answers. Each of us needs to work in our own way in creative kinds of ways and to use the kind of knowledge we gain. You have to try out things creatively and not feel that you have pat answers as to how to treat this or how to deal with that, because we never work with two cases alike and never live in two communities alike. Certainly Judge Norris and I do not bring specific ways to do things from California. If we mentioned specific ways, it was only for you to know and think about but not to apply "carte blanche" here in Idaho. When we learn that there are many different methods used in working with youngsters and that these methods do vary with the various disciplines, I think we come out with a respect for some of the differences in the way people approach certain problems. Out of these differences can come a great deal of common knowledge and ways of working with children.

I have been impressed all through the meetings with the sincerity of interest of all of you, which is a very important thing in helping youngsters. The desire to learn about things together was very evident and the honest interest in seeking new knowledge was apparent in the fact that you already have started to consider how to use this was evident throughout the meetings. I want to point out that when you come to a meeting where you expose what you have been doing and when you hear what other people are doing in the way that you have in these meetings, that this gives you, what in the treatment fields we talk about as insight, a start to see what you are doing in a way you possibly have not consciously looked at it before. When you get this kind of insight, it can make you uncomfortable at times because we then start to see some of our limitations as well as seeing some of our strengths. Certainly the point of the meetings is not to make you anxious about what you do, and I do not feel you are.

You have an optimistic attitude about your job and you seem to like what you do and are doing it in the best way you can. It is important that you keep an optimistic attitude because that is a mature way of working. When you are mature you can recognize some of the mistakes and your limitations and not be ashamed of them but profit from the experience. This is so important in the development of you as persons, in the development of your programs and in the development of your communities.

When someone comes in from outside of the state they see things in a way that you do not when you live in it constantly and can also see the changes that have occurred over the years. If you feel pessimistic sometimes, try to step back and look at where the state, the county, the town and the

people were at a given time and where it is now. I am sure you will find that there has been dramatic changes that have occurred in Idaho.

Change is something you must not be discouraged about since change is necessarily and reasonably slow but the fact that it is occurring is awfully good. As examples of this in your state hospitals in that just 20 years ago or maybe a little more, there were no such things as professional help. The hospitals were run by a doctor but he had no special training in human behavior. They had very inadequate staffs and there was no such thing as a psychiatrist in the state until the VA finally brought one in and his job was not to help the state particularly. You saw these hospitals at that time as being nothing custodial places where people were sent and sometimes spent their life for such a thing as a period of drunkenness. No one was interested enough in these people to intercede to get them out so they lived their life out in the institution. You saw individuals placed in the Nampa State School who were in no way mentally subnormal, but there was no psychologist to test them to find this out and the decisions then were made often on moralistic basis. There were a number of young girls who had illegitimate children and were placed in that hospital with their babies. The girls and the babies lived there and these babies grew up in the hospital without ever having heard a radio, seen a movie, ridden in a car, been outside the hospital grounds living in the most barren environment you could possibly live. They lived there without education or a change in their life to help them develop and grow. When a psychologist was brought in, and it took considerable effort to get permission to bring one in in the early 1930's, they found that these babies that had grown up in the hospital had normal intelligence. It was very difficult to test them because they had so little of life's real experience except in the hospital that they did not respond to the usual tests. They were not "feeble-minded" but then it was really too late to do much with them because their development period was over. They had adapted and adjusted to a life in an institution and were not equipped as persons to live outside.

You found judges in those days who had no interest in the problems of children. This was just a responsibility that was shoved on them and their interest was primarily in their probate work. Many children were handled just in routine kinds of ways with little concern for the child. And programs, such as the public assistance program, started to change the thinking within the state. Your Child Welfare Program brought in some of the first professionally trained people to the state to start to bring new ideas and make new efforts to change some of these conditions early. And little by little these have been built upon and you have your mental health program including the Youth Rehabilitation program in the state now which is a great asset and you could be proud of and should support by working cooperatively with them. This is a new hope for Idaho to have these centralized state programs.

It is a pleasure to come back and see these things develop and see them change from where they were before. When I was here I was very blind to an awful lot that was here, but I find I can see better from the prospective of being away and coming back. Particularly it is good to come back and see people who have the genuine interest that you have shown. I want you to know how much I appreciate being invited back to Idaho that I still have a great deal of affection for this state. I am so pleased to have been invited to come with Judge Norris. We had not known each other before, but you could not have picked a better judge to come and I want to say he is not representative of California judges, he is an exceptional. It has just been a pleasure for both of us to be here. Thank you.